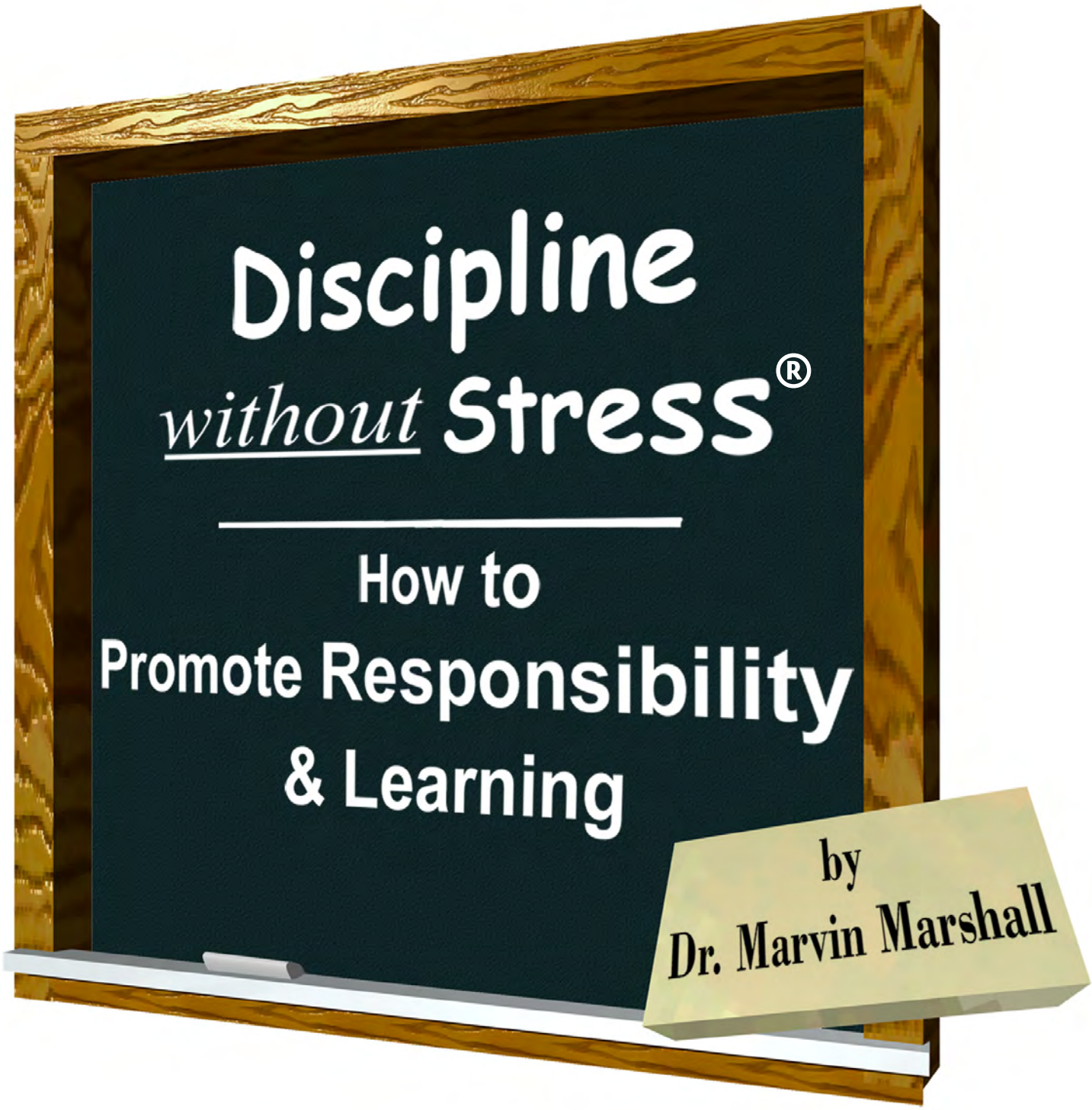


# Resource Guide

**Implementing**

***"The Discipline Without Stress® Teaching Model"***

# Discipline Without Stress®

# RESOURCE GUIDE

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## Chapters 1 and 3 from the Book

# Discipline *without* Stress®
# Punishments or Rewards

**How Teachers and Parents Promote Responsibility & Learning**

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www.PiperPress.com

**ISBN:** 978-0-9700606-8-6
**$19.95 United States Dollars**

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# Discipline *without* Stress®

## How to Promote Responsibility & Learning

## The Discipline Without Stress Teaching Model

### I CLASSROOM MANAGEMENT

The key to effective classroom management is teaching and practicing procedures. Teaching procedures is significantly more effective than relying on rules.

### II THREE PRINCIPLES TO PRACTICE

**POSITIVITY**

Teachers practice changing negatives into positives. "No running" becomes "We walk in the hallways." "Stop talking" becomes "This is quiet time."

**CHOICE**

Choice-response thinking is taught—as well as impulse control—so students are not victims of their own impulses.

**REFLECTION**

Since a person can only control another person temporarily and because no one can actually change another person, asking REFLECTIVE questions is the most effective approach for actuating change in others.

### III THE RAISE RESPONSIBILITY SYSTEM (DISCIPLINE)

**THE HIERARCHY OF SOCIAL DEVELOPMENT (Teaching)**

The hierarchy engenders a desire to behave responsibly and a desire to put forth effort to learn. Students differentiate between internal and external motivation—and learn to rise above inappropriate peer influence.

**CHECKING FOR UNDERSTANDING (Asking)**

Students reflect on the LEVEL of chosen behavior. This approach SEPARATES THE PERSON FROM THE BEHAVIOR, thereby negating the usual tendency to defend one's actions. It is this natural tendency toward self-defense that leads to confrontations.

**GUIDED CHOICES (Eliciting)**

If disruptions continue, a consequence or procedure is ELICITED to redirect the inappropriate behavior. This approach is in contrast to the usual coercive approach of having a consequence IMPOSED.

### IV USING THE HIERARCHY TO INCREASE LEARNING

Using the hierarchy BEFORE a lesson or activity and reflecting AFTER a lesson or activity increases motivation , improves learning, and raises academic achievement.

# Foreword

Tom Sawyer was a better psychologist than any behaviorist. Behaviorism relies on *external* sources to actuate change.

Tom *persuaded* others to whitewash Aunt Polly's fence. He had them WANTING to participate in the task. In addition, Tom had the fellows *collaborate* as a team. Tom's approach was the opposite of behaviorism which—because of the nature of rewarding—inevitably has people competing *against* each other—rather than collaborating *with* each other.

Behaviorism completely neglects any *internal* motivation, which is a prime reason that neuroscientists do not rely on this approach for humans.

Behaviorism is successfully used to train rodents, birds, and animals. The approach may also be successful with some young *special needs students* where tangibles are used to reinforce desired behaviors.

Unfortunately, however, this external motivational approach is now often mandated for *all* students. *(See page 78 for an example of its "effectiveness.")*

*External* approaches ***rely on some other person for supervision.*** In addition, they focus on obedience, but ***obedience does not create commitment***.

***Discipline Without Stress***® is so successful because it ***inspires*** and prompts ***desire*** and ***commitment*** for *responsible behavior and learning.* Interestingly, when people are responsible, obedience follows as a natural by-product.

# Preface

When my elementary school first implemented the *Raise Responsibility System*, I was somewhat apprehensive about how such a program would work in my classroom. I have always felt that I created a positive learning environment in my class and frankly, this system seemed like just one more passing fad to add to our classroom management file.

However, after reading Dr. Marshall's book, "*Discipline Without Stress, Punishments or Rewards*," I realized that if I was going to use this in my classroom, I should try it at home first. As a mother of two teenagers, creating an environment that was stress-free really appealed to me. I talked to my children about how stressful things had been at home and shared with them a little bit about the program that I was "trying out" on them.

Later that day, I heard my daughter slamming doors and screaming at the top of her lungs at her brother. Before, I would have stormed in to intervene and quickly reacted to the situation without even thinking. Instead, I calmly began using such questions as: "Is what you are doing something that is beneficial?" My daughter stopped and looked at me and said, "Oh, this is that discipline thing you are using at school, right? Okay, so, no! No, it is not." I asked, "Is what you are doing something that falls in line with the standards of our family?" She sighed, "No." I said, "Would you tell me what our family rule is regarding yelling?" anything to say we could say it in a calm manner. Finally, I said, "Well, what do you think we should do about this?

I told her to go to her room and reflect on what we should do about what had happened between her and her brother. A little while later, she came back in and asked to talk to her brother. She apologized for yelling at him and proceeded to give us a list of consequences that she had decided on. "I guess I should not use the computer for three weeks, or talk on the phone, or go to the movies with my friends," she began to list. We were stunned!

Honestly, this was the first time that she had really accepted responsibility for something so calmly. The next three weeks were very interesting. She answered the phone and we could hear her explain, "I can't talk on the phone right now because my parents…I mean, I have restricted myself.

Since using this in our home, life seems so much more enjoyable. The truth is that our children do know what is expected of them. Holding them to a higher level of responsibility has made all of our lives more peaceful.

Thank you.

—Wendi Hall, Vestavia Hills, Alabama

# Welcome!

People learn best when they feel safe—*physically*, *socially*, *emotionally*, and *when they participate academically*. When students feel anxious or believe that they will feel bad, learning is diminished.

Manipulative approaches of bribing by giving rewards for desired behaviors and coercive approaches of *imposing* punishments are effective only for the moment. An important point to remember when relying on these *"external"* approaches is that they depend on someone else. They are useless when an adult is not around.

Aside from *imposed* punishments, even rewarding behavior can engender negative feelings—as when an award is expected but is not forthcoming. Most importantly, although you can control students, you cannot change them. *People change themselves.*

How a person feels has a direct bearing on how a person behaves, and people behave better (more responsibly) when they feel good—not bad. With these thoughts in mind, ***Discipline without Stress*** takes a more enlightened path than bribes and coercion.

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The rationale described above can be verified by reflecting on the following questions:

- *When you give rewards for appropriate behavior, what is the youngster learning?*
- *Have you used punishment only to find the same behavior repeated?*
- *How do rewards and punishments influence behavior when no one is looking?*

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**The highest reward is not what students get—**
**but rather what they become.**

# The Developer

Dr. Marvin Marshall is an international author and staff developer who has presented in 44 of the United States and in 20 countries on five continents.

His writings on discipline, classroom management, behavior, motivation, parenting, and promoting learning have been published internationally.

His publications and subscription to his free, monthly electronic newsletter are at http://www.marvinmarshall.com

This approach reflects the presenter's experiences:

**Classroom teaching** in *primary* and *upper grades* at the elementary level, every *middle* and *high* school grade, 7-12, and as a full time staff *university* lecturer in teacher education at California State University, Los Angeles.

**Counseling and guidance** experiences as a *middle* school counselor, *high* school counselor, guidance department chair, and certification by the *William Glasser Institute*.

**Curriculum and instruction** as a demonstration teacher, department chair, instructional coordinator, and assistant principal of curriculum and instruction.

**Supervision and administration** as an *elementary school* principal; *middle school* assistant principal; *high school* athletic director, assistant principal of supervision and control, and principal; and *district* director of education.

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After 24 years of service in the above areas, Dr. Marshall returned to the classroom where he developed ***Discipline without Stress.***

The system is now used across the entire teaching spectrum—in small childcare centers to large high schools and in rural, suburban, and urban school districts around the world.

**The system is also used in home and youth settings.**

# Program Approach

The usual approach to discipline is to teach toward obedience—using rewarding, telling, and punishing. These are all various forms of manipulation, pressure, or coercion and often induce teacher stress and student resistance. By contrast, if an approach is used where students are motivated to be responsible, then obedience becomes a natural by-product.

**Young people—kindergarten through 12th grade—**
**want to be responsible,**
**but we are using ineffective approaches to help them.**

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# Program Benefits

- Reduces discipline referrals, class removals, and suspensions
- Handles classroom disruptions simply and easily
- Uses authority without resorting to punishment
- Raises individual and social responsibility
- Reduces the influence of peer pressure
- Integrates character education
- Improves school climate
- Enhances school safety
- Reduces detentions
- Promotes learning
- Reduces stress

# What Is Discipline?

Discipline is understood in a very limited way by most educators—
*How do we get these children to behave?*—rather than
*How do we support the people in our charge as they learn to channel and direct their positive energy in ways that accomplish their goals and those of their community?*

Dr. Richard E. Clark, Chair
Department of Educational Psychology
University of Southern California

To many people, discipline means punishment. But, actually, *to discipline means to teach.* Rather than punishment, discipline should be a positive way of helping and guiding children to achieve self-control.

Discipline: A Parent's Guide
© 1993 by the National PTA®

***Punishment* is what is done *to* a person.**
***Discipline* is what is done *with* a person.**

# Other Thoughts Relating to Discipline

The ultimate use of power should be to empower others.
That's what our constitution is about.

What we accomplish by threats and coercion must be maintained by force. What we accomplish by guiding and caring is self-propelling.

Real power consists in creating a situation where coercion need not be exercised.

William Glasser, M.D.

In all my experiences, I have never seen lasting solutions to problems, lasting happiness and success, that came from the outside in.

Stephen Covey, Ph.D.

# Rules

**They are meant to control—not inspire.**

Rules are necessary in **games**.

**Between people, however, rules result in adversarial relationships because rules require enforcement.** In addition, rules are often stated in negative terms and imply an imposed consequence if not followed.

**Rules place the teacher in the position of the enforcer, a cop** wearing a blue uniform with copper buttons—rather than of a teacher, coach, mentor, facilitator of learning, or educator.

**Enforcing rules can result in power struggles that rarely result in win-win situations or good relationships.**

Upon analysis, you will see ***that rules are either procedures or expectations***. Rather than relying on rules, therefore, you will be much more effective if you **teach procedures**, which is the essence of good **classroom management**.

Rules are "left-hemisphere" oriented. They work with people who are orderly and structured. "Right-hemisphere" dominant people act randomly and spontaneously. **Teaching procedures, rather than relying on rules, is more effective** with this type of student.

Therefore, instead of posting *Rules* that focus on obedience, consider posting ***Responsibilities*** that empower and elevate.

# Responsibilities:

HAVE MY MATERIALS
BE WHERE I BELONG
FOLLOW DIRECTIONS
DO MY ASSIGNMENTS
BE KIND TO OTHERS

***Part I of the Discipline Without Stress Teaching Model***

# Classroom Management vs. *Discipline*

Although related, these are *distinctly different topics*—and should not be lumped together as if they were synonymous.

**CLASSROOM MANAGEMENT** deals with how *things are done.*
***DISCIPLINE*** deals with how *people behave*.

**CLASSROOM MANAGEMENT** has to do with *procedures* and *Routines* to the point of becoming *rituals.*

***DISCIPLINE*** is about *impulse management* and *self-control*.

**CLASSROOM MANAGEMENT** is the ***teacher's*** responsibility.
***DISCIPLINE*** is the ***student's*** responsibility.

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**CLASSROOM MANAGEMENT** is enhanced when ***procedures*** are:

1. **explained** to students,
2. **modeled** for students,
3. **practiced** by students,
4. **reinforced** by practicing again, and (when necessary)
5. **practiced again**. *(Oftentimes practicing something just once does not put it into long-term memory. )*

When procedures are learned, routines are established.
**Routines give structure to instruction.**

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**A major mistake is assuming students know what to do *without* first learning procedures. Procedures** should be taught **before content.**

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***Teaching procedures*** is essential for efficient learning. Without it discipline problems increase.

***Teaching procedures*** fulfills an essential step in establishing an environment that promotes learning.

# Changes in Society

- Mobility
- Internet access to information
- Social networks such as Facebook, Twitter, and YouTube
- Instant communications by cell and smart phones
- Emphasis on children's being the center of family life
- Advertising aimed at youth
- Helicopter parents (hovering parents)
- Diet and types of food eaten
- Alcohol and substance abuse
- Mass media: violence, sex, and short sound bites
- Television and motion pictures
- Video games
- Types of models and heroes
- Music and lyrics
- Protection of childhood innocence—or lack of it
- Social interaction and developmental play—or lack of it
- Respect for elders and authority—or lack of it
- Sense of community—or lack of it
- Victimization mentality
- Concern for others—or lack of it
- Increased peer influence and pressure
- Increase emphasis on rights and less on responsibility

**Society has changed and traditional coercive approaches are not working with too many of today's youth. Young people are more independent, and pressured punitive approaches are not effective with them.**

***Part II of the Discipline Without Stress Teaching Model***

# 3 Principles to Practice

## Positivity

People do better when they feel better.
Ask yourself, "How can I say that in a *positive* way—rather than in a negative way?"

## Choice

*Choice empowers.*
Change is a product of a decision, and decisions are possible only when there are choices. Therefore, offering choices paves the way to change behavior.

Doing nothing is a powerful choice. We call it "defiance." The most effective way to avoid defiance is to add choices.

## Reflection

Although you can control another person, you cannot change what a person thinks. *People think and change themselves.*

Ben Franklin said, "You cannot **coerce** people into changing their minds." Once you learn this simple fact of life, the next question is, "How can I best influence the person to change?" The answer will always be through a **noncoercive** approach. Using *positivity*, *choice*, and *reflection* will increase your effectiveness in influencing others and will also result in improved relationships.

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# Emotions

A change in behavior is as much emotional as it is intellectual. We are more prone to act when our emotions are aroused. The negative emotions from embarrassment, humiliation, and put-downs are counterproductive and work against good relations and positive motivation.

## POSITIVITY, CHOICE, AND REFLECTION
## EXERCISE FOR STUDENTS — With Thanks to Hal Urban

*Gratitude is not only the greatest of all the virtues, but the parent of all the others.*
Cicero, Roman Statesman

We think about what we lack more often than we think about what we have. The following exercise combines **positivity**, **choice**, and **reflection**.

1. Inform your students to conduct themselves for the next twenty-four hours *without complaining*.
    - Tell them not to stop the experiment if they do complain. Just have them see how few complaints they can make in one day.
    - Give each student a 3 x 5 card. This makes it convenient to note each time a complaint comes forth and each time they catch themselves *about* to complain.
2. Next day, ask:
    - What was the purpose of the assignment?
    - What did you learn from trying it?

    Students will discover the frequency and the smallness of their complaints.

    Then, have students label a paper, "***I am thankful for***,"
    and make three columns:

    Column 1 **Things** (They list all the material things they are glad they have.)
    Column 2 **People** (They list all the people they appreciate.)
    Column 3 **Other** (What will emerge will be freedom, opportunity, friendship, love, intelligence, abilities, health, talents, peace, faith, God, security, learning, experiences, beauty, kindness, and the list continues.)
3. Instruct students to review the list four times within the next twenty-four hours:
    - In the afternoon
    - After dinner
    - Before going to sleep
    - Before school the next morning

When attention is given to the **positive**, when the option of **choice** is recognized, and when **reflection** is used, life is conducted more successfully and with greater pleasure.

***Part III of the Discipline Without Stress Teaching Model***

## *The Raise Responsibility System*

uses the following model:

(1) Teaching the hierarchy
***Teaching*** before disruptions and before a lesson or activity

(2) Checking for understanding
***Asking*** *reflective* questions

(3) Guided choices
***Eliciting*** an activity or procedure to redirect impulsive behavior

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## *The Raise Responsibility System*

is so effective in promoting self-discipline because:

- The *student* acknowledges inappropriate behavior,
- The *student* self-evaluates,
- The *student* takes ownership,
- The *student* develops the plan,
- The *student* develops the procedure, and
- The student *becomes responsible*.

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# Introduction to the Hierarchy

Responsibility for self-discipline is taken—not imposed.
Therefore, we promote responsibility by ***creating opportunities*** where students ***want*** to become responsible.

# Hierarchies

A hierarchy is a series of stages in which, the higher the rank, the greater the level of development.

Examples of hierarchies are:

Abraham Maslow's *Hierarchy of Needs*
Jean Piaget's *Hierarchy of Cognitive Development*
Lawrence Kohlberg's *Hierarchy of Moral Development*

The *Hierarchy of Social Development* is the **foundation** of ***The Raise Responsibility System***. This hierarchy guides youth in a positive way to achieve self-control and responsible behavior.

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# Why A Hierarchy?

The hierarchy engenders a *desire* to behave at the highest levels. It also is significant because it has young people mature after they understand the difference between *internal* and *external motivation*.

- Using the hierarchy separates the *act* from the *actor*, the *deed* from the *doer*, an *irresponsible behavior* from the *person*. **Separation is critical so people will not be defensive.**
- Using the hierarchy brings attention to students that they are *constantly making choices*—conscious and nonconscious (habitual).
- The hierarchy allows young people to understand and deal with the *power of peer pressure*.
- Using the hierarchy fosters *internal* motivation so students *want* to behave responsibly.
- The hierarchy *fosters character education* without ever mentioning values, ethics, or morals.

# Teacher Outline

**Levels of Social (and Personal) Development**

***The Hierarchy of Social Development is taught BEFORE disruptions occur.***
***It is the only requirement for students to learn.***
***Everything else has to do with what the teacher does.***

## LEVEL D - *DEMOCRACY* (*IN*ternal ***motivation)***- *Highest Level*

-Displays responsibility
-Develops self-discipline
-Does good because it is the right thing to do
-Demonstrates ***initiative*** for appropriate behavior
-Desires to be responsible because responsibility is essential for democracy

**The difference between levels C and D is in the *motivation*, not in the behavior.**

## LEVEL C - *COOPERATION/CONFORMITY* (*EX*ternal ***motivation)***

***Appropriate and acceptable level of motivation***
***This is the level that most of us live our lives most of the time.***
-Cooperates
-Considerate
-Complies with what is expected
-*Conforms to peer pressure that may not be appropriate—a point to emphasize*

▲ **Levels C and D are levels of *motivation*. Only levels C and D are acceptable.** ▲

---

▼ **Levels A and B are NOT acceptable levels of *behavior*.** ▼

## LEVEL B - *BOSSING/BULLYING*

**Neither appropriate nor acceptable level of behavior**
-Bothers others
-Bullies others
-Breaks laws and makes own rules and standards
***Obeys only when confronted with greater authority***
***Must be bossed to behave***

Key Point: A *verb form ("ing")* is used for this level to *emphasize this behavioral choice*.

## LEVEL A - *ANARCHY*

***When there is anarchy, invariably someone take over and makes the rules.***
-Absence of order
-Aimless and chaotic
-Absence of government
***Anarchy is the fundamental enemy of civilization.***

When students understand the levels, a teacher can stop an unpleasant situation with a simple, *"Do you want me to become a Level B teacher today?"* **Given the choice**, students invariably **reflect**, *"No, we will be on Level C."* What a nice and simple way to solve the problem!

## Levels of Social Development

# D Democracy *(Highest level)*

- Develops self-discipline
- Demonstrates initiative
- Displays responsibility
- Democracy and responsibility are inseparable.

***The motivation is <u>in</u>ternal.***

# C Cooperation/Conformity

- Considerate
- Complies
- Conforms to peer pressure that may not be appropriate

***The motivation is <u>ex</u>ternal.***

> The difference between levels C and D is in the ***motivation***, rather than the action. Example: Picking up your trash because you are told to pick it up or picking up your trash because it is the right thing to do.

_____ (Only levels C and D are acceptable.) _____

# B Boss<u>*ing*</u>/Bully<u>*ing*</u>

- Bothers others
- Bullies others
- Breaks laws and makes own rules and standards

***Must be bossed to behave***

# A Anarchy *(Lowest level)*

- Absence of order
- Aimless and chaotic
- Absence of government

***Anarchy is the enemy of civilization.***

SIGNIFICANT POINTS ABOUT

# The Hierarchy of Social Development

**The foundation of *The Raise Responsibility System** is teaching the levels BEFORE problems occur. How young people mature after learning the hierarchy is what makes teaching it so valuable. Rather than focusing on discipline, think of the hierarchy as an OPPORTUNITY for young people to have a rubric for making decisions in life.**

**1.** Some *adults* may feel uncomfortable with the vocabulary, **but these specific terms are the *most effective*** in empowering students *to resist bullying, resist negative peer influence, and make responsible decisions.* After the concepts have been explained, reference is made only to the *letter.* For example, the lowest level, ***Anarchy,*** is referred to as ***Level A.***

**2.** Occasionally, an adult thinks that youngsters may confuse the letters of a grading scale with the letters of the hierarchy. Since language has meaning in context (e.g., when to spell *to, too, two*), students do not confuse the hierarchy of ***D, C, B, A*** with the reverse order of letters in grading systems.

**3.** Two significant advantages in referring to the levels are: (a) **the deed is separated from the *doer*** *so students never feel a need to defend themselves*—which often leads to arguments, and (b) the vocabulary can be used **in every grade level and by every staff member.**

**4.** **The hierarchy is NOT an assessment tool for someone on the outside looking in.** The motivation of some students during an activity will be at ***Level C*** while others will be at ***Level D***. *Only individuals themselves can accurately assess their own level of motivation.*

**5.** As we live, we experience various levels. If you have experienced great anger, chances are that you had little concern for the effect your behavior had on others ***(Level A).*** If you ever drove faster than the speed limit, you made your own rules of the road ***(Level B).*** If you were courteous and considerate of others, your ***motivation*** could have been to do what others were doing ***(Level C),*** or your ***motivation*** could have been to be courteous and considerate of others because that was the ***right thing to do (Level D).***

**6.** To perpetuate a civil society, ***motivation*** *at* ***Level C*** is *essential*, and this is the motivational level at which most of us live our lives most of the time. However, since ***obedience does not create desire,*** when working with young people the **GOAL** is to **promote *motivation*** at ***Level D***. The reason is that ***motivation*** *at this level actuates the greatest desire for responsible behavior and for putting forth effort in learning.* **Learning requires motivation.**

**7.** *Since* ***rewards change motivation,*** once a reward is given, the reward becomes the focus. Rewarding ***Level D*** is both counterproductive and guesswork because no one can know the ***motivation*** of another with complete accuracy.

**8.** The *hierarchy becomes significantly more effective* when the ***FOCUS*** is on the ***DIFFERENCE BETWEEN THE MOTIVATIONAL LEVELS OF C and D.*** The more you ***have students reflect on their motivational level,*** the more effectively the system serves both you and young people.



** Part III of the Discipline Without Stress Teaching Model*

# Using A Butterfly Analogy to Explain the Hierarchy

I began by using the **life cycle of a butterfly**. They have **four stages of development**: *egg, caterpillar, pupa, and butterfly*. We talked about how all butterflies are in some stage of this process but have no control over their movement through the process.

We then moved on to **comparing the butterfly's life cycle to that of humans**. We decided that humans go through four basic stages as well. We call them *baby/infant, child/youth, adolescence/teen, and adult/grown-up*. We agreed that humans, like butterflies, have little control over stages of **physical** development.

Then we began to look at the **four stages of *social* development** in which one human and/or an entire society could operate. We talked about what a human and a society in anarchy ***(Level A)*** would look like and how such a situation was so hopeless. Then we talked about what would likely occur to remedy the problems of this type of society.

We decided that someone would rise up and take control of the situation (thereby **becoming a boss *(Level B)*** and that this may or may not be a good thing. We looked at countries around the world where we thought this might be happening.

Next we moved on to looking at the level of control or power in a group of friends. We decided that a group of friends works together to share control based on what they agree is their mission and that oftentimes this mission and the group control is not even discussed; it is more or less just understood among the group members. From here a discussion of blind **conformity** developed and how this type of cooperation is not necessarily good. We went on to look at how being considerate of others and **cooperating *(Level C)*** for the *right reasons* resulted in a society like the United States.

We decided that ***doing what is right because it is the right thing to do (Level D)*** is a higher level than doing what is right because of outside influences. Finally, we talked about how we have *more control over our stages of **social** development* than we have over our stages of physical development.

The though of being in control over something about themselves heightened their interest in the ***Raise Responsibility System.***

# HOW AM I DOING?

D

De·moc·ra·cy

C

Co·op·er·a·tion

Con·form·i·ty

---

B

Boss·ing

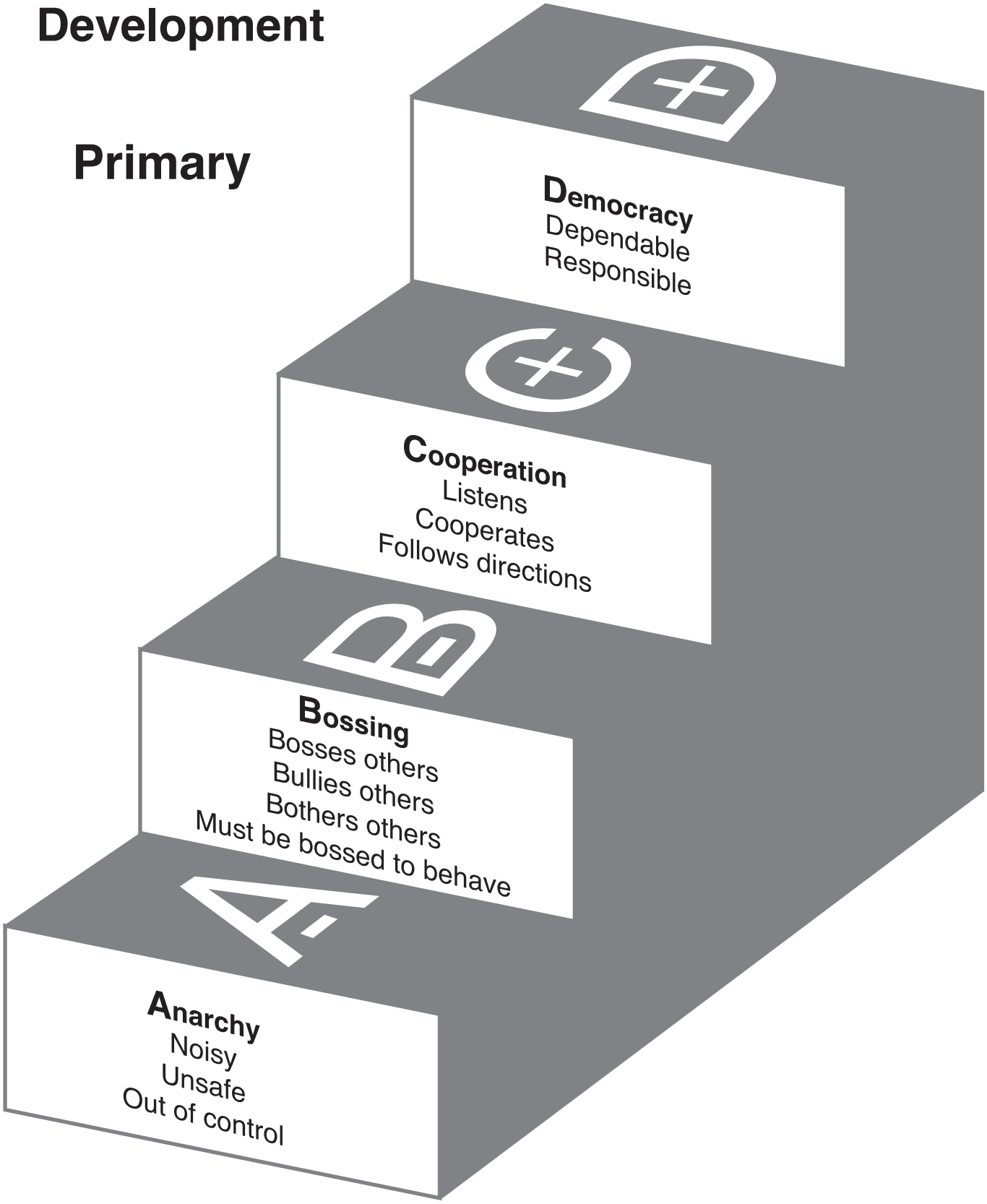
Bul·ly·ing

A

An·ar·chy

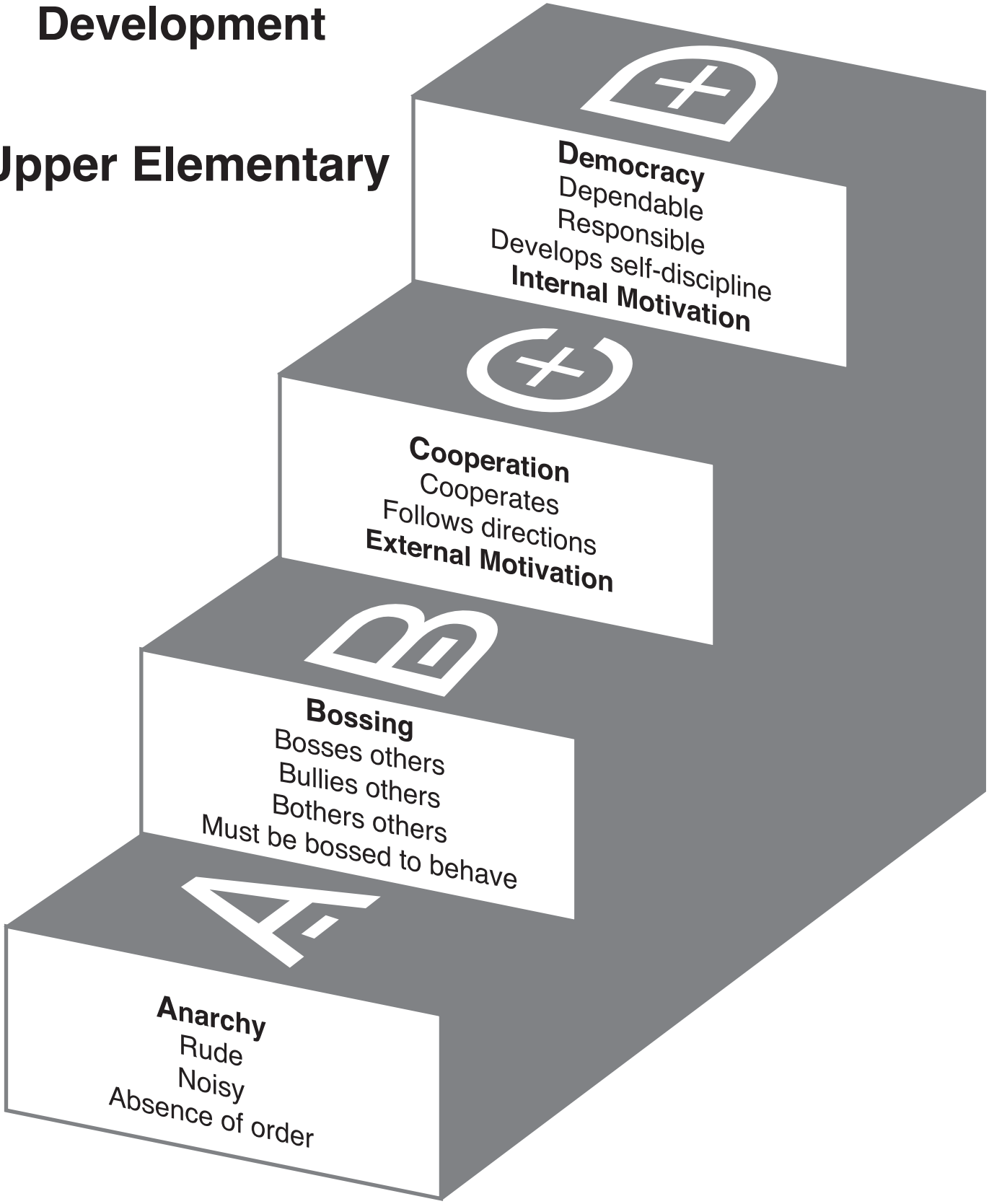
# Levels of Social Development

## Primary



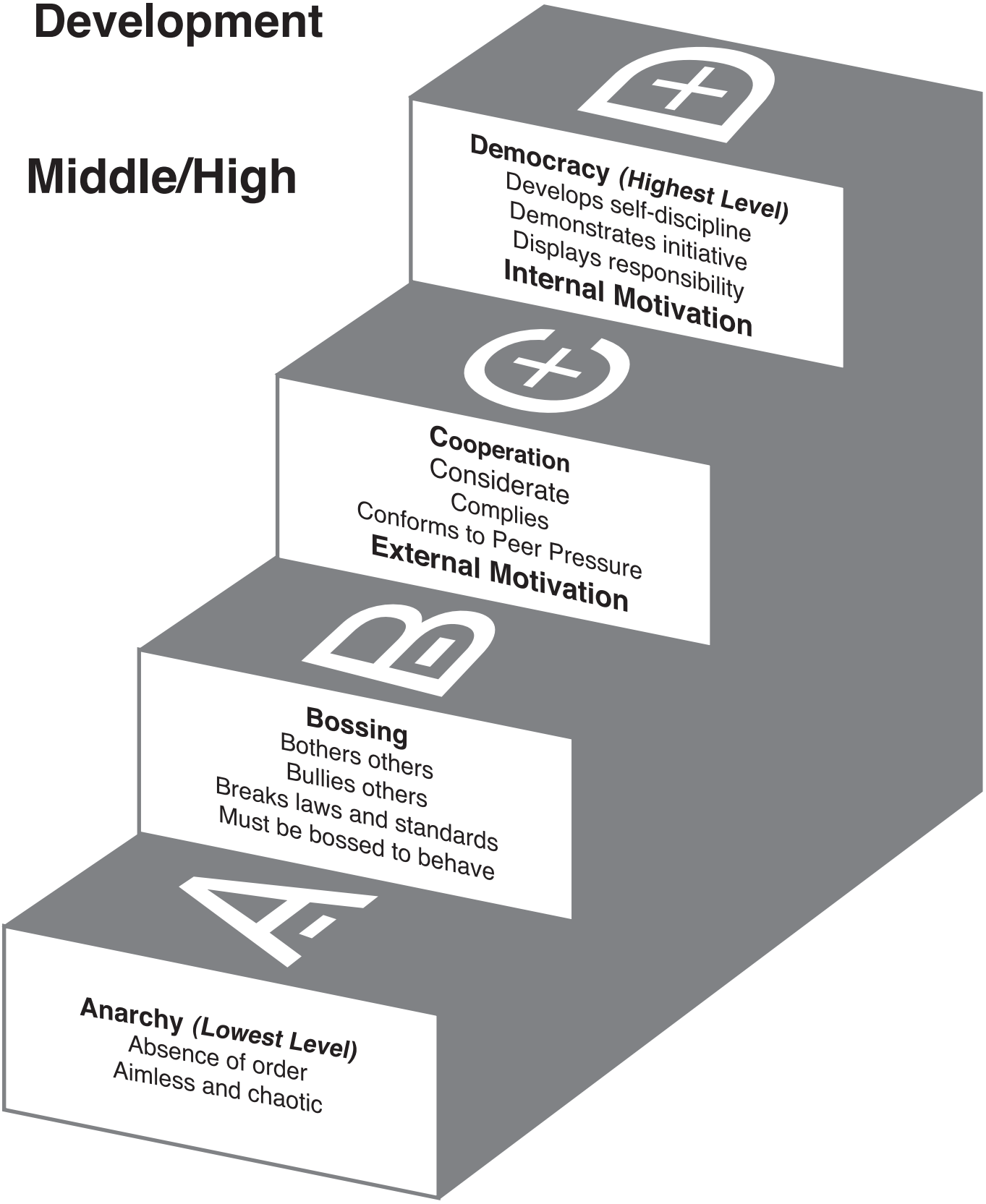
# Levels of Social Development

## Upper Elementary



# Levels of Social Development

## Middle/High



# Teaching the Concepts - page 1

Have students become aware that they are ***constantly making choices*** in everything they do—*including choices for their own behavior.*

Explain that the hierarchy is a way to look at how people and societies grow, develop, and mature. *The levels can be used to understand their own and other people's behaviors, stories, and both historical and current events.*

As you introduce each level, **put the word on the board**—***starting with anarchy*** placed at the ***bottom***. **In this way students will see that as the levels are introduced, each will be at a higher and more desirable rung on the "ladder."**

For pronunciation and better recall, have the students repeat each level **out loud** as you introduce it.

## Anarchy

Mention that the activity will start with the lowest level, which is referred to as **Level A** and stands for **anarchy**. **Put "Level A – Anarchy" on the board.**

Have students share what *anarchy* or *chaos* would look like. There would be no order. Everyone could do what he or she wants—without rules, regulations, or responsibilities. "Anything and everything goes."

Next, have their examples *made personal*. You could ask questions such as, "How would you like it if someone stole from you, hit you, took advantage of you, or made fun of you? There would be no one to protect you—no legislature to make laws, no executive to enforce them, and no judicial system for justice." ***When made personal, anarchy quickly loses its appeal.***

Have students draw what anarchy would look like at school—either on the *playground*, in the *cafeteria*, in the *hallways*, or in a *classroom*. Depending on the age and class, you may decide to have students draw only one situation or have them draw more than one (e.g., playground *and* in class). For younger students, many teachers have students draw an example for all four situations.

Have students pair and share with a learning buddy and then share in small groups. Consider their sharing a few examples with the entire class.

***Visualizing and illustrating the levels is what makes the hierarchy so effective.***

For young students, the children's book, "Miss Nelson Is Missing," beautifully illustrates the lesson that, when students behave poorly, an authoritarian person will take control.

# Teaching the Concepts - page 2

## Boss*ing*/Bully*ing*

**Level B** refers to **bothering, bossing,** and/or **bullying**. Explain that **B** is the second rung on the social development hierarchy **as you put these words on the board** next to **"Level B."**

Explain the terms "appropriate" and "inappropriate." *Ask students for examples.* Explain that laws and rules are passed to prevent inappropriate behavior.

**Now, explain that when level B behavior is demonstrated, someone more powerful or with greater authority is called for. This is because a bully only understands a more powerful force.**

Have students draw an example(s) of behavior at this level. Then have them do a pair and share exercise as was done for the previous level.

For **young students**, the children's book, "***The Three Little Pigs***"—in which the wolf acts out bullying/bothering/bossing behavior—is a good illustration of the level.

On the board, *draw a line above* **bullying**, indicating and making it clear that levels *anarchy* and *bullying* are inappropriate and unacceptable levels of behavior.

## Cooperation/Conformity

Put these words on the board next to "**Level C**."

At this point, have a discussion about **regimentation** vs. **conformity**. Everyone is different, and ***this level does not mean attempting to make everyone the same.*** However, in order to have a civil society, all citizens need to follow standards and appropriate behavior.

**Take a chair and turn it on its side by a desk**. Before having a student place the chair right side up, ask all the students to pretend (visualize in their minds) that each one of them is the person you will be telling to straighten up the chair.

**Now, tell students to visualize their placing the chair in its proper position.**

Then ask students to share their feelings. List the responses on the board. You will receive remarks such as "helpful," "O.K.," "resentful," "angry," and "Why me?"

Explain that the prompt **for level C *motivation*** comes from an ***external source***—from outside a person—from a desire to do something to please someone else or not cause a problem. Point out that the "audience" they were attempting to please was *"external."* They did it because of someone else.

# Teaching the Concepts - page 3

## Cooperation/Conformity (continued)

If students do not bring up the topic of *peer influence*, then bring up this subject yourself. Have students give examples of doing something to please their friends in order to be liked or to feel accepted. Discuss examples such as not bringing books home, not doing homework, or not trying to do well in school because of peer pressure.

*Explain that there is a strong urge for humans—since we are social beings—to want to be liked, and the easiest way to be liked is to be like others*. This is the reason why we dress like our friends and have a strong desire to fit in.

With teenagers, this discussion is imperative. ***It is by being able to articulate the level describing peer pressure and external motivation that empowers students to rise above this level.***

For young students, the children's book, "The Little Red Hen" can be used to demonstrate motivation at Level C. The animals in the story are willing to "help" only with something they wanted—eating the bread. But they would not do any necessary work to make the bread. They might be willing to help the Little Red Hen because they would anticipate the reward of getting something good to eat—but not because it was the right thing to do. **Level C is acceptable**; so even if the animals would join in the work next time in hopes of getting bread, it would be O.K. But this would not be the highest level, and they would miss the satisfaction that comes from Level D motivation.

Have students draw a picture(s) of cooperating behavior(s). Examples could be from the classroom, school, home, and/or community. Have students pair and share.

## Democracy

Level D is the highest rung on the hierarchy ladder. Write **Level D - Democracy** on the board above Level C.

Have students participate in another chair activity. Each student again is to visualize in the mind that he or she is the involved person.

**Take a chair and again turn it on its side.**

This situation is that each student imagines him or herself to be the first one in the classroom. The only other person in the room is the teacher who is writing something on the board and does not see or hear the student entering the room.

# Teaching the Concepts - page 4

## Democracy (continued)

Now place the chair in its proper position. Ask students to share their feelings—*as if they, themselves, put the chair right side up and placed it where it belongs.*

Ask them how they felt. *List their responses on the board*. Comments such as "good," "pleased," "proud," "responsible," and "I liked taking the initiative" will be forthcoming. **Discuss the motivation: The action was taken because it was appropriate; it was proper; it was the right thing to do—not because of anything *external*.**

Compare the two lists of how students felt—one for **Level C** and the other for **Level D**.

Discuss other experiences students have had *where no one told them to do something; they just did it because it was the right thing to do*. **Point out that it is only when making choices at Level D that people enjoy these powerful and satisfying feelings.** These good feelings cannot be felt at any other level. **Level C** is an acceptable level but will **never promote such positive feelings**.

Here is the significant point: ***Obedience does not create desire***.

> *I had to go through these two "chair activities" four or five times before I really "got it." When I finally did, I saw the tremendous power there is in teaching these levels to students. I saw classrooms literally change before my eyes as I taught these lessons. And I saw the results in students—the high-need students included—in the following weeks as a result. It was when I finally "got it" that I made the determination to help students learn these levels so they could recognize that they have the option of consciously choosing which level to act on—anarchy, bossing, cooperation, or democracy. I have discovered that students like to choose the democracy level because they truly do want to be that kind of person.*
>
> —Peggy Morris, Counselor
> Mesa Public Schools, Mesa, Arizona

Emphasize that the difference between **Level C** and **Level D** is in the ***motivation***. ***Level D is being responsible—without being asked, told, rewarded, or punished.*** On this level, people take the ***initiative*** to do the right thing because it is in their own best long-term interests and good for others, the class, and the school.

# Teaching the Concepts - page 5

## Democracy (continued)

Explain that our system of governing is based on our ability to rule ourselves—rather than having the power come from another person, such as a king. As Thomas Jefferson wrote in the Declaration of Independence, *" . . . that to secure these rights, Governments are instituted among Men,* ***deriving their just powers from the consent of the governed****." Democracy requires responsible behavior.*

For **young students**, the children's book, "***The Hole in the Dike***"—where Peter, the young Dutch boy, kept his finger in the dike all night and saved his town from being flooded—illustrates taking initiative and being responsible. Peter was motivated to action not because someone asked or told him what to do but because he cared about the good of the entire community. He *persevered*—even though it was at great discomfort—because he chose to be that kind of a person. He took responsibility because **it was the right thing to do**. *Emphasize that this level often requires self-control and discipline (self-discipline)*—yet it is the most satisfying and rewarding of all feelings and leads to *happiness*, as opposed to *fun*. Discuss differences between ***happiness*** and ***fun***.

**For *primary* students**, the following activity to reinforces the powerful nature of *internal* motivation:

> Misplace items around the room. Ask students to think of something they could do on the ***democracy*** level *(taking initiative)* in the class. Examples could be to pick up a misplaced paper from the floor, straighten something in the bookshelf, empty the waste paper basket, etc. *Instruct the students that when they have done one activity on Level D, they are to return to their seats*

Ask students how they felt about *taking responsibility* and *returning to their seats in an orderly manner.*

# Concluding Notes:

A voluntary change in behavior is as much ***emotional*** as it is ***intellectual***. *People act more on feelings than on knowledge alone*. Also, people "do good" when they *feel* good. This always comes from ***em***powerment, rather than through overpowerment or coercion.

**Use the terminology in various situations, viz., level A/B (not acceptable) and level C/D (acceptable).** *The more you do, the more students will reflect.*

# Grades 5 – 8 Sample Schedule

## *Teaching the Levels*

**Day 1 (15 minutes)**

Introduce levels A and B.

**Day 2 (30 minutes)**

*Sponge activity – Students create examples of levels A and B.*

Pass out the **Levels of Social Development**
Review levels A and B.

Discuss level C and ***ex***ternal motivation (especially **peer pressure**).
Do the chair exercise.

Discuss level D and ***in***ternal motivation.
Do the chair exercise. Discuss differences between *happiness* and *fun*.

Divide students into groups.
-Groups create three (3) examples of **classroom** *and* **school behavior** for each level (A, B, C, D).
-Each group chooses a leader who will present the examples to the class.

Inform students that on the next day all members of the group will stand together as their presenter shares their examples with the class.

**HOME ASSIGNMENT**
Students copy the following on the **reverse side of the** ***Levels of Social Development*** form (page 16) for parent signature:

_____
(Student's name) **has explained the** ***Levels of Social Development*** **to me.**

**Levels A and B are not acceptable levels of classroom behavior. The highest level is level D—to take initiative to be responsible.**

_____
**Parent signature**

**Day 3 (15 minutes)**

Groups share their examples for each level.

# Key Points

The foundation lies in being proactive by *teaching the four concepts* that can be taught in any subject or grade—although meanings vary depending upon age.

**Examples—*rather than definitions*—enhance understanding.**

Do not quibble between *Level A* and *Level B*. Neither is acceptable.

*Level C* and *Level D* are both acceptable. Young people usually aim at the highest level because of both the option and the nature of a hierarchy.

If a reward were to be given for *Level D*, one would never know whether future motivation would be to get the reward or because it would be the right thing to do.

*Level C* is expected—following procedures and conforming to laws.

**Level D motivation is voluntary—for people who want to make it their goal.**

No one operates consistently on the same level.

Although a person may be on one level, **the person may be on a different level with the next decision.**

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**The key to the system is being *proactive by teaching the levels at the outset.***
***THE HIERARCHY OF SOCIAL DEVELOPMENT:***

- Serves to distinguish between inappropriate *behavior* and the *person* who acts inappropriately—i.e., separates the *act* from the *actor,* the *deed* from the *doer*—so that the natural tendency to self-defend is totally eliminated
- Serves as a means of communications and expectations for everyone
- Encourages students to exercise self-control
- Raises awareness for social and individual responsibility
- Emphasizes that students are constantly making choices and that they choose their own level of behavior and motivation
- Encourages students to maintain an environment conducive to learning—rather than always relying on the teacher
- Teachers the difference between *external* and *internal motivation* and between *extrinsic* rewards and *intrinsic* rewards *(satisfaction and joy)*
- Promotes effort in learning, academic performance, and responsible character traits
- **Serves as the first part in a 3-part strategy to create and maintain a positive and enjoyable learning environment at all times**

# Reducing Bullying

Here is a marvelously successful idea to have students understand the motivation of those students who operate on **level B**—in this case **bullies** who pick on others.

Use a ruler to demonstrate a teeter-totter (see-saw). Hold it flat and describe that this is how it looks when it is balanced. **People who are getting along and making responsible choices keep the teeter-totter in balance.**

However, when one person starts to pick on or bully someone, the teeter-totter gets out of balance. The person who is picked on usually starts to feel "lower" than the other person. This is a normal reaction. However, if you reflect on the motivation, it is **the bully who initially feels bad** because of a desire for attention or for power. **Otherwise, there would be no reason to bully.**

**So, it is the bully who is the first one to have a problem**. The bullying behavior is actually an attempt to pull the other kid down to the bully's level—to try to bring things back into balance from the bully's perspective.

People should see the bully as someone who is having a bad day or feeling bad for some reason. **Challenge students to keep this in mind as they decide how to respond to bullying behavior.**

With younger kids, prompt them to say, "Sorry you are having a bad day." The usual result is that the bully is left speechless. Many times the choice is simply to recognize what is going on and walk away, realizing that **the person with the problem is the bully**.

**Having youngsters understand that bullying behavior indicates that the bully Is "out of balance" with life is empowering and very liberating.**

**The discussion also opens the eyes of the bully. No one wants to be known as someone who has problems.** These students usually have never thought about their own behavior in this way.

# 7 Questions for Discussion

Have students answer the questions individually and then in pairs or groups. Then discuss the principles listed at the bottom. *Consider duplicating the questions.*

**Answer "A" or "B" to each question:**

1. You enjoy one of the learning centers and would like to go to it.
   **Which would you rather hear?**
   **A**. No, you can't go to the center until your assignment is completed.
   **B.** Of course you can go to the center—as soon as your assignment is completed.

2. You walk into your classroom. The posted activity is to do 10 problems.
   **Which would you prefer?**
   **A**. Do the 10 problems on the board.
   **B.** Your choice: Do the 10 problems on the board **or** the 10 problems on page 12.

3. You disrupt the class.
   **Which would have greater, lasting impact?**
   **A**. The teacher tells you what you did was wrong.
   **B.** You realize what you did was wrong—without the teacher's saying anything.

4. The student sitting next to you hits you. You hit back.
   **Who caused your behavior?**
   **A**. The other student.
   **B**. Yourself.

5. You throw a wad of paper across the room. The teacher sees it leave your hand.
   **Which would be more successful for controlling yourself in the future?**
   **A**. The teacher tells you to pick it up.
   **B.** The teacher doesn't say anything—and you pick it up.

6. You walk into a classroom and notice the wastepaper basket on its side.
   **Which would give you more satisfaction?**
   **A**. Having the teacher suggest you turn it upright.
   **B.** Turning it upright without the teacher's saying anything.

7. You have disrupted the classroom again.
   **Which would have the greater effect in changing your future behavior?**
   **A.** The teacher says, "You will serve detention tomorrow afternoon."
   **B.** The teacher says, "Complete this self-referral with your learning buddy."

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**(1) Positivity is a more constructive teacher than negativity.**
**(2) Choice empowers.**
**(3) Self-evaluation is essential for lasting improvement.**
**(4) People choose their own behaviors.**
**(5) Self-correction is the most effective approach to change behavior.**
**(6) Acting responsibly is the most satisfying of rewards.**
**(7) Growth is greater when authority is used without punishment.**

## *Part IV of the DISCIPLINE WITHOUT STRESS TEACHING MODEL*
## Using the HIERARCHY to Increase Motivation and Learning

***Before*** students engage in an activity, discuss behaviors at each level.

***After*** the activity, ask students to take just a moment to ***reflect*** on the level they chose. Using hierarchies in this way—***before*** and ***after*** a lesson or activity—**promotes a desire** to reach the highest level.

***Have students create visualizations (examples) for each level:***

**Level D (*INTERNAL* motivation to learn)**
• Displays a desire to learn
• Stays focused during the lesson
• Willingly practices to improve skills
• Practices *without* the necessity of adult supervision

*These people know what's going on in the classroom. They listen for directions and take the initiative to look after themselves. As a result, they feel capable and informed. They experience joy and satisfaction that comes from taking the initiative of doing what is best.*

**Level C (Relies on E*XTERNAL* motivation to prompt effort)**
• Practices when an adult is nearby
• Applies effort mainly to impress or satisfy others
• Completes assignment primarily to get a good grade

*These people do what is required, but they depend on others. These people don't exercise effort to do their best and so are deprived of the satisfaction that comes with Level D.*

**Level B**
• Spends little if any effort to learn
• Distracts others by taking them off task

*These people are often "out of it." They often have a hard time keeping up because they don't choose to put in the effort needed to keep on top of what needs to be done. This can lead to uncomfortable feelings of discouragement or even panic when they realize that they have missed directions, don't know what to do, are behind in assignments, or do less than their best.*

**Level A**
• Deliberately misbehaves and causes a disturbance

*These people are interested only in themselves, have no interest in others, and disrupt activities.*

***Part IV of the DISCIPLINE WITHOUT STRESS TEACHING MODEL***
**Using the HIERARCHY to Increase Motivation and Learning**

The more the hierarchy is discussed in **a variety of situations**, the more it becomes **a tool that students use *for themselves* to evaluate their own choices, motivation, and behaviors**.

*Following is an example from Jim Mann, a high school teacher*

> I use an alarm clock analogy to teach the **importance of establishing a procedure** to get to school on time.
>
> **Level D** - You set your alarm clock, wake up, and get to school on time.
>
> **Level C** - You depend on your parents to wake you up to get to school on time.
>
> **Level B** - You ignore your alarm clock and come to school late.
>
> **Level A** - You don't even set your alarm clock because you are only interested in what you want and do not consider how your actions affect others.
>
> The approach really clarifies the concepts of internal and external motivation. It applies to adults, too. It goes way beyond the classroom. I tell my high school students that to succeed in college, they must have motivation on Level D. **Their motivation must come from within**.

Additional examples of various hierarchies to *promote learning, increase academic performance, and promote responsible character traits* are available at http://www.marvinmarshall.com/discipline/responsibility-system/using-the-hierarchy-to-promote-learning/

# Choice-Response Thinking

**Think: CHOICE > RESPONSE**

**SITUATION > CHOICE > RESPONSE**
**(information)**

**STIMULUS > CHOICE > RESPONSE**
**(from outside)**

**IMPULSE > CHOICE > RESPONSE**
**(from within)**

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**You choose:**

- **How to act**
- **What to say**
- **How you say it**
- **What to focus on**
- **When to go along with others**
- **When to resist**
- **What you say about others**
- **What you say to yourself about yourself**

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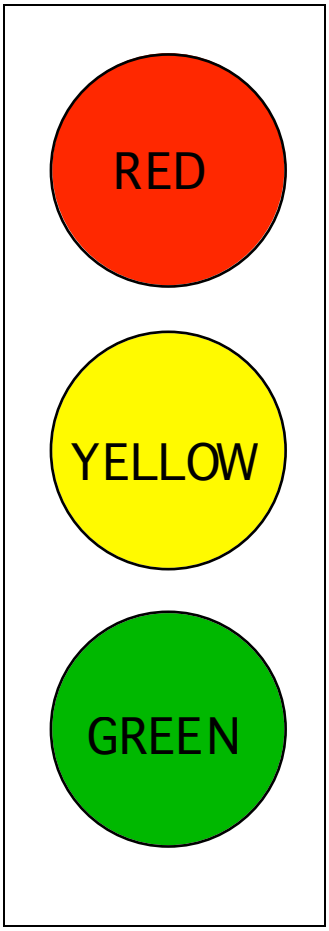
**Key communication in teaching the levels:**

**You always have the freedom and power to choose your responses.**

**Make sure** *CONSCIOUS CHOICES* **determine your actions and motivation because you decide on your own level of social development.**

# Impulse & Anger Management




**Stop!**
*Gasp* a long, deep breath.

**Think**
of options.

**Go**
with your best choice.

***Reflect; then react.***

**Cards (2 x 3.5 inches) and posters (18 x 24 inches) are available at http://www.MarvinMarshall.com/store**

# Unobtrusive Techniques

**After teaching the levels**, if there is a disruption,
***first*** consider using **unobtrusive techniques**, such as:

- pause—one of the most effective and least used
- proximity (move near the student; may include a light tap on the desk)
- facial expression (widening your eyes, moving your eyebrows)
- eye contact—use a "beat beyond" by looking at the person for a second or two beyond the normal—and with a slight smile
- nod of the head
- change of voice: inflection, volume, speed
- a move to a new location
- a signal, such as all raising hands or putting an index finger to the mouth
- a variety of sssshhhh, such as, "You ssssssshhhhhhould be listening now.
- subtle hints: "Please, Sandy." "Thank you, John."
- request: "I appreciate your consideration."
- request: "Please ask yourself if that meets the standards of our class."
- question: "If you could you do something about that, think of what would you choose?"
- question: "If you were to make a recommendation to someone about that, what would it be? Think about it."
- *proximity (to the person not paying attention)—then call on someone else*

# Checking for Understanding - page 1

Disruptive behaviors (*Level A and Level B)* are handled by ***Checking for Understanding*** *by asking* ***reflective*** **questions**. After teaching, we check to see if what has been taught has been learned.

When a student causes a classroom disruption, the teacher asks the student to recognize or identify the ***level*** on the hierarchy. This is simple cognitive learning theory of *teaching* (the levels) and then *testing* (checking for understanding).

This ***Checking for Understanding*** is usually all that is required to stop the disruption. *Recognition of the level* ***by the student*** *most often solves the problem.* The questioning is non-threatening. You are ***guiding*** the student to recognize (and by implication, to acknowledge) the chosen ***level***.

| Example: **T**eacher | ***S****tudent* |
|---|---|
| **T**: On what level is that behavior? | ***S****: I don't know* |
| **T**: What do we call the level where the person bothers others? It starts with a "B." | ***S****: Bossing* |
| **T**: Thank you. | |

Listen to the questions you ask and the answers produced. For example, asking a disruptive student, *"What are you doing?"* will lead to a potential confrontation because the student will respond, "*Nothing*!" However, asking ***"On what level is that behavior?"*** fosters self-evaluation.

You are not "attacking" the person; you are *inquiring* about something *separate* from the student, **so the student feels no need or desire to self-defend.** With older or more challenging students, asking may be perceived as coercive. In these situations, simply suggest the student reflect on the level being chosen.

The vast majority of inappropriate behavior is stopped by these two steps of **teaching** the concepts or levels and than, when a student chooses an unacceptable level, have the student **reflect** on the decision.

Once you have students start reflecting on their *chosen* level of the hierarchy, you will be amazed at the effectiveness of the procedure.

# Checking for Understanding - page 2

It is usually best to move into ***Checking for Understanding*** *privately*. However, if the questioning is done publicly, class time is not wasted because the levels are being reinforced.

**Key question: "On what *level* is that?"** Focus on the ***level***—not the person. **Persevere** until the ***level*** is acknowledged—even if assistance from the class is used by asking the question to the class.

## Two key concepts to *always* keep in mind:

### *1) The person who asks the question controls the situation.*

You want the *student to do the thinking,* and asking accomplishes this task.

### *2) The quality of the answer depends on the quality of the question.*

**Ineffective** questions:

*"Who did that?"*
*"What's your problem?"*
*"What are you doing?"*
*"Why are you doing that?"*
*"Don't you know better than that?"*

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In order to move from **intellectual** knowledge to **habitual effective use**,
**THE SKILL OF ASKING REFLECTIVE QUESTIONS must be practiced.**

Remember*, you cannot learn a skill and be perfect at the same time.*
**With practice**, you will develop an **"ear" for reflective questions**.

Following are two questions attempting to get the same result, but notice the *subtle* differences:

(1) *"When are you going to stop doing that?"*
This *question* has a *negative overtone* and an *unspoken demand*.

vs.

(2) *"Do you have another plan in mind for your behavior?"*
This second question is *inquisitive—and not accusatory*.

# Scripting

**On what level is that behavior?**
*I don't know.*

**Tell me a civility or standard in our class.**
*Not to be talking when the teacher is.*

**Then you are making your own standards. What level is that?**
*B.*

**Thank you.**

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**On what level is that behavior?**
*He was doing it, too.*

**That was not the question. Let's try it again.**
**On what level is that behavior?**
*I don't know.*

**What level is it when someone bothers others?**
*I don't know.*

**The letter comes right after A in the alphabet.**
**What letter comes after A?**

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**Would it be right for everyone to operate on that level?**
*No.*

**What level do we call it when someone makes his own rules and bothers others?**
*I don't know.*

**As capable as you are, I don't believe that.**
**CLASS, can anyone help?**
*Level B.*

---

**MIDDLE** and **HIGH SCHOOL:**
*Please reflect on the level you are choosing and decide if you want to continue it.*

# Guided Choices

***Guided Choices*** are used when a student has already acknowledged **Level B** behavior **and disrupts the lesson *<u>again</u>***.

The most effective approach is to ***elicit* a *<u>visual PROCEDURE</u>*** to redirect inappropriate impulses.

When misbehavior requires *more than just learning a procedure*, then ***<u>elicit a CONSEQUENCE</u>***. This should be done in private by stating, **"*What you have done is on an unacceptable level.*"** Then ask, ***"What do you suggest we do about it?"*** Be ready to ask, ***"What else?" "What else?" "What else?"*** until what the student suggests is acceptable to you.

The advantages of ***eliciting***—rather than *imposing*—are that (1) an adversarial relationship is avoided, (2) the student has ownership of the decision, and (3) victimhood thinking is avoided because the student is ***em***powered by having a choice—in contrast to the usual approach of being ***over***powered by the adult.

Since **consistency** is important, *ask students if they would rather be treated as a group or as individuals.* They will readily have a preference to be treated as individuals. Since students realize that every one is different, the ***<u>procedure of ELICITING</u>* a *<u>consequence</u>* or a *<u>procedure</u>* <u>to redirect impulses</u> is more fair, is more effective, is in each student's best interest, and is just as consistent as *<u>imposing</u>* the *same* consequence to everyone.**

When talking with the student in private may not be immediately practical, one of the following forms can be used. (Primary teachers can have the student draw the situation.) When handing a form to the student, give some choices.
**Three (3) Choices are more effective than two** because any sense of coercion is eliminated with a third choice. Quietly ask, for example:

*Would you prefer to complete the activity (1) in your seat, (2) at the rear of the room, or (3) in the office? ("or what do you suggest?")*

These questions assume you are using one of the activities in this *Resource Guide*. However, you may decide to revise a form, create a new form, or have another activity you believe is more appropriate to your class or the student.

In both ***Checking for Understanding*** and ***Guided Choices,*** the teacher is ***asking*—not telling**. The ***teacher*** controls the situation ***because the teacher is asking the question(s)***, and as long as the student has a choice, dignity is preserved and confrontation is avoided.

# Essay - Discussion Copy

## Describe clearly and fully:

1. What ***did I*** do? (**Acknowledgment**)
2. What ***can I*** do to prevent it from happening again by listing three (3) possibilities that would be acceptable to everyone. (**Choice**)
3. What ***will I*** do? (**Commitment**)

**Note: The purpose is to:**

**(1) isolate the disrupting student, and**

**(2) give the student a responsibility-producing activity to have the student think about his/her disruption.**

**The key is for the *student* to describe—*not for the teacher to tell*.**

---

Do you know why this form was given you?

Do you think it is personal?

# Essay

**Describe clearly and fully:**

1. What ***did I*** do?
2. What ***can I*** do to prevent it from happening again by listing three (3) possibilities that would be acceptable to everyone.
3. What ***will I*** do?

---

1.

# ESSAY

**WRITE OR DRAW**

What did I do?

---

What will I do next time?

**Name (Print)**_____ **Date**_____

**Period**_____

# Self-Diagnostic Referral

1. Define the problem you created that resulted in your getting this assignment.

2. Tell on what developmental level you acted.

3. Explain this level.

4. Explain why you see yourself at this level.

5. When you act at this level, on what level must the teacher react to you?

6. How must the teacher treat you on this level?

7. Is this how you want to be treated in the classroom?

8. Why or why not?

9. On what level should you have acted?

10. If you had acted on this level, how would the situation have been different?

11. ON THE BACK of this Self-Diagnostic Referral, list three (3) solutions to the problem you could have used if you would have acted more responsibly.

**Name** _____

**Date**_____

# Self-Diagnostic Referral

1. What happened?

2. On what level did you act?

3. Explain this level.

4. When you act on this level, how must the teacher treat you?

5. Is this how you want to be treated? Why or why not?

6. On what level should you act?

7. List at least one solution to the problem you could have used if you had acted more responsibly.

Name _____

Date_____

## Self-Diagnostic Referral

1. On what level was your behavior?

2. How must I treat you when you behave on this level?

3. On what level should you be acting?

4. On the back of this form, draw at least one solution that would have been better.

5. Draw a solution you would use next time.

# Parent Note

Re: Period:

Dear Parent:

**Self-Diagnostic Referrals** are enclosed. The purpose of this type of referral is to help students understand their self-chosen behavior level and to become more responsible. The **first** referral is *handled between the teacher and the student.*

If a **second** referral is necessary, a copy of the **first** and **second** are sent home.

Please note that your child has chosen to act on a level that is not acceptable in our classroom. *Please have your child explain this level to you.*

If a **third** referral is necessary, acopy of all three are sent home, and future irresponsible behavior will be referred to the school office.

Please sign this note and have your child return it to me. Thank you.

Teacher

Parent Signature

---

Date:

Date due back:

Problem:

## Sample Letter to Parents

Dear Parents:

Our classroom houses a small society. Each student is a citizen who acts in accordance with expected standards of behavior.

With this in mind, rewards are not given for expected behavior—just as society does not give rewards for behaving properly. Also, irresponsible behavior is seen as an opportunity for growth, rather than for punishment.

Our approach encourages students to exercise self-discipline through reflection and self-evaluation. Students learn to control their own behavior, rather than always relying on the teacher for control.

We want our classroom to be encouraging and conducive to learning at all times. In this way, young people develop positive attitudes and behavioral skills which are so necessary for successful lives.

Sincerely,

Teacher

# Selah Junior High School Newsletter

Special Edition
(509) 697-0500

Joel Hollingsworth, Principal
Ken Wilson, Assistant Principal

## Mark your calendar...

Wednesday, May 26—
Assembly at SIS

Monday, May 31 — No School
Memorial Day

Friday, June 4 — 2:30–5:30
Welcome Party

Tuesday, August 31— 7:00 pm
8th Grade Orientation

Tuesday, September 7—
First Day of School

Wednesday, September 15
School Pictures

Wednesday, Sept 22 — 7:00 pm
Open House

## Welcome Party

The Leadership Class and A.S.B. is sponsoring an after school party from 2:30 to 5:30 this Friday, June 4. This activity is open to all current 7th grade SIS students as well as 8th and 9th graders at SJHS. We'll have games, dancing, food, and a chance to get together. Seventh graders will begin the activity in the gym at 2:30 for a quick welcome, and then will join the others in the lunchroom. Details and costs are explained on the enclosed flyer. This is an optional activity which we think should be fun. Parents, too, can join in—contact Mrs. Bennett if you'd like to chaperon.

## Welcome to Selah Junior High School

As the summer and the end of the school year rapidly approaches, we at Selah Junior High are busy making preparations and plans for school to begin in September. Every transition between school levels is important and the move to Junior High School is no different. In many ways, this is the first step into high school and the growing independence and choice that our young adolescents desire. By the end of Junior High, many young people will be learning to drive and will only be a little more than two years from voting and the other opportunities and responsibilities that come with being an adult.

Junior High School is a time for adolescents to make choices, but also to rely on the guidance and counsel of adults who are important in their lives. At SJHS, we use four levels of social development to help us discipline, or teach, our students how to succeed at school and in life. The first two levels are not acceptable at school. ***Anarchy*** is the absence of order and is characterized by chaos. Next is ***bullying*** or ***bossing*** which is characterized by bothering or bossing others and breaks our standards at school. The top two levels are both acceptable at school. ***Cooperation*** is when a person is considerate and complies with requests, but the motivation is external—either from peers or adults. ***Democracy*** is our goal for all students. This level is characterized by self-discipline, initiative, and displaying responsibility because it is the right thing to do. A person's motivation is internal, and this is the highest level on the social development continuum. By teaching students what it means to function in a democracy, we believe that we are supporting students in learning how to make good choices, as well as supporting the goals of our school, community, and nation.

Eighth grade students are assigned to one of two teams for four of their six classes—math, science, history, and English. These four teachers work together with a common group of students to best support their learning. At lunch, during passing times, and in elective classes, students have plenty of opportunity to get together with friends from the other team.

About the third week of August, you'll receive a letter inviting parents and students to attend an orientation and giving details of the upcoming school year. Individual student schedules are available in the lunchroom before class on the first day of school. We'll hold assemblies and provide a Student Handbook that will detail all the procedures we follow at the Junior High.

In the meantime, enjoy your summer, come visit us at the "Welcoming Party" this Friday after school, and look forward to the fun, challenging, sometimes frustrating, rewarding, and certainly memorable time that is junior high. We're looking forward to having you join our school.

Joel Hollingsworth
Principal

# Guest Teacher Information

**Read to *Each Class* at the *START* of the Period.**

This class understands levels of development. It is the basis of discipline in this classroom. *A guest teacher need not be versed in the system to use it.*

It is the responsibility of the class members to maintain their own discipline. Students know that they choose their own level of development.

If students behave and do the given assignment, they are on **Level C** or **Level D** and should not present a problem.

**Level B** students are the ones who *defy your authority, act inappropriately, or are not good hosts to the guest in the classroom today*. My students know that they alone choose their level of development and that they will accept the responsibility for their choice. I need a list of the **Level B** students so they can carry out the assignment that goes along with their choice.

Please leave me a list of students **who chose to act on Level B**.

(The regular teacher has an individual conversation with each student on this list and elicits a consequence or procedure to redirect future impulsive behaviors.)

# SUMMATION OF DIFFERENCES – RRS

1. ***The Raise Responsibility System (RRS)*** is a ***system—***in contrast to a philosophy, approach, or a collection of techniques.
2. ***The RRS*** is ***proactive***. It sets the stage for dealing with disruptive behaviors ***before*** they occur. This is in contrast to a *reactive* strategy of dealing with disruptive behaviors *after* they occur.
3. The ***student*** identifies a ***level*** of development—separating the ***behavior*** from the ***person***. By identifying a *level*, rather than a behavior, self-defense is unnecessary—thereby eliminating any antagonistic escalation that often takes place between student and teacher.
4. The system is ***noncoercive,*** thereby eliminating power struggles.
5. The program uses motivation that develops a ***desire*** to be responsible—both individually and socially.
6. As contrasted to the usual stress-increasing mode, teachers move into a ***stress-reducing*** mode when handling disruptive behaviors.
7. ***Rewards for expected behaviors*** are not used.
8. ***Imposed punishments*** are not used.
9. Since our choices direct our lives, ***choice-response thinking*** is emphasized.
10. A disruption is viewed as a ***teaching opportunity*** for raising responsibility.
11. A ***guiding***—rather than a telling—approach is used because improvement is most effective through ***reflection***.
12. If the questioning is done in front of the entire class, ***classroom time is not wasted***. During the short interchange, the class is reinforcing the levels of social development.
13. The classroom maintains a ***positive learning environment at all times***—even when a student demonstrates irresponsible behavior.
14. A ***deductive*** approach is used. Four concepts are taught first—before specifics. This is in contrast to the more common inductive approach of first teaching the specifics in order to arrive at general concepts.
15. ***Constructivist*** teaching is used. Students create their own examples to make the levels meaningful and relevant to them. **This is the reason that the system can be used at any grade level, in any subject field, and in any class or youth setting.**
16. The ***noncoercive, reflective*** system ***promotes quality learning*** because it sets the stage for evaluation before instruction begins.

# The Raise Responsibility System

**Part III of the *DISCIPLINE WITHOUT STRESS TEACHING MODEL***

*Each time you coerce someone by using your power of authority, you deprive that person of an opportunity to become more responsible. In addition, **internal motivation** is far more powerful and effective in changing behavior than are external approaches of telling, rewarding, threatening, or punishing.*

## Instructional Model:

**(1) Teaching the Levels** *(Teaching)*
**(2) Checking for Understanding** *(Asking)*
**(3) Guided Choices** *(Eliciting)*

***Part II of the teaching model:***
**Principles to Practice:**
**(1) Positivity +**
**(2) Choice x/o**
**(3) Reflection Rx**

### (1) Teaching the Levels *(Teaching)*

*The **Hierarchy of Social Development** is taught **BEFORE** disruptions occur:*

**LEVEL D** ***D****emocracy- (**IN**ternal **motivation)** - Highest Level*
Democracy and responsibility are inseparable.
Displays responsibility and develops self-discipline
Does good because it is the right thing to do
*Demonstrates initiative*

**LEVEL C** ***C****ooperation/Conformity – (**EX**ternal **motivation)***
Considerate
Complies with what is expected
Conforms to negative peer pressure

---------***Only levels C and D are acceptable.*** ---------

**LEVEL B** ***B****ossing/**B**ullying ((**behavior)***
Bothers others - Bullies others
Breaks rules and standards
*Must be bossed to behave*

**LEVEL A** *Anarchy (**behavior)*
Absence of order - Aimless and chaotic

***KEY TO SUCCESS:***
**Focus on the difference between levels D and C.**

***The prime difference between*** level D and level C is in the ***motivation—not the behavior.***

Some students in a class may be at **Level C** because of their interest in receiving a good grade whereas others my be doing their best because they know that doing quality work is in their own best interests and the right thing to do **(Level D)**.

### (2) Checking for Understanding *(Asking)*

Disruptions are handled by **Checking for Understanding**.

The strategy is to ask ***reflective*** questions pertaining to the ***levels***—not the action—thereby eliminating the natural desire to deny or self-defend. Most situations are handled using this simple two-step approach of *teaching* and having students *reflect* on their self-chosen level.

**Consider:** When you ***tell***, who does the thinking? When you ***ask***, who does the thinking? Consistently ***asking*** students to ***reflect*** is the key to actuating change.

### (3) Guided Choices *(Eliciting)*

This third step (if necessary) is used for students who have already acknowledged irresponsible behavior and yet continue to behave on an unacceptable level.

**Guided Choices** stop the disruption by using **authority without being coercive or punitive**.
A *procedure or consequence* is ***elicited*** to *help the student* prevent repetition of Level A/B behaviors.

# Effective Questioning

**The quality of the answers depends on the quality of the questions.**

- **If you couldn't fail what would you do?**
- **What would an extraordinary person do now?**
- **On a scale of 1 – 10, how would you rate this?**

# Ineffective Questions

- **What's your problem?**
- **Why are you doing this?**
- **Why are you so far behind?**
- **Why did you do that?**
- **Who did that?**
- **Don't you know better than that?**

# Reflective Questioning - 1

## Why *Asking Is the Key to the Target*

• Asking encourages both creativity and buy-in.

• Asking fosters articulation and clarification of thinking.

• The answers that are most meaningful for people are their own.

• The ideas people support most are ones they come up with themselves.

• When you ask questions, you are directing the other person's thinking.

### Reflective Questions

• Are open-ended. They usually require more than a "yes" or "no" answer.

• Focus on the *present* or *future* (as opposed to the past).

• Help people learn through the process of thinking.

• Help people ask questions of themselves.

• Are framed to fit the situation and clarify.

•**O**ften start with "What . . . . ?" or "How . . . . ?"

### Be Careful of Potholes

• Limit the use of "why" questions.

- "Why" questions have an *accusatory overtone*.

- "Why" questions *allow the person to justify past irresponsible behavior and have little effect on changing behavior*.

If you are really *curious*, then ask in a nonjudgmental manner, e.g., "Out of curiosity, why did you choose this rather than that?"

### Helpful hints

• **A habit is most easily changed by replacing it with another. Therefore, when you have a temptation to *tell* (which is our usual habit), ask yourself, *"Will the results be better if I ask?"***

• Continually ask yourself, ***"What can I ask to make the responsibility theirs?"***

# Reflective Questioning - 2

**Ask "closed" questions (ones that can be answered "yes" or "no") only if they lead to *self-inquiry* or *self-evaluation*, e.g.,**

• Is what you are doing working?

• Is what you are choosing to do helping you get what you want?

• Are you willing to do something other than what you have been doing?

• Are you taking the responsible course?

• If you could do better, should you?

**For Getting on Task**

• Does what you are doing help you get your work done?

• If you'd like to get your work done, what can you do to accomplish it?

• What do you like to do? How can you apply it to this task?

**For Changing Behavior**

- What do you ***want*?**
- What are you ***choosing*** to ***do*?**

  If what you are choosing to do is not getting you what you want, then
- What is your ***plan*?**
- What are your ***procedures to implement the plan?***

• What would an extraordinary person do in your situation?

• What can you do to improve the situation? What else?

• How would you describe the way you want it to turn out?

• What were you able to do today better than you have in the past?

• To what do you attribute your doing better today?

• What did you learn about doing it that you can apply to other areas?

• If you knew that you could not fail, what would you do?

• If it happens again, what could you do to be on a higher level?

# Reflective Questioning - 3

## For Commitment

- What are your commitments?
- Did you keep your commitments?
- What got in your way?
- In the realm of *all things possible*, could you have kept your commitments?
- What are you going to do to make it happen?
- How much are you committed to it?

## Regarding Complaining

- How long do you need to continue this?
- Is what you are doing helping you get what you want?
- What do you notice about the experience that you are having?

## For Improving Quality

- How does that look to you?
- How would you describe the way you want it to turn out?
- Are you satisfied?
- What would you like to have improved even more?
- If there were no limitations on what you did, what would allow you to do it even better?
- In what ways has your improvement contributed to your success?

# Reflective Questioning - 4

**Everyday Reflective Questions**

- What was special for you about that?
- What was most pleasing for you today?
- What effect would that have on the present situation?
- What would you like to look forward to for tomorrow?
- What do you like best about being your age?
- What did you do today to have someone else become happy?
- What did you learn about getting along with others that is most exciting?
- What do you most appreciate? What else?
- What is the biggest problem you currently face?
- What are you currently doing to deal with this?
- What's your strategy for the future?
- What would motivate you to use your strategy?
- What do you see as your next step?
- How can I help you?
- Is there anything we have overlooked?

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**Asking Kindergarten Students**

What level do we call it when people do what they want without thinking of others? (**Level A**)

What level do we call it when you do something that is not nice—like calling someone a name? (**Level B**)

What level do we call it when we stand in line as we should? **(Level C)**

What level do we call it when you help someone? **(Level D)**

# ADDITIONAL REFLECTIVE QUESTIONS

Are you willing to try something different if it would help you?

How is what you are doing helping you?

How is this going to get you what you want?

How would you like things to be? (Meaning: What do you want?)

What can you do to get what you want? Will you? How will you know?

Is what you're doing going to move you forward—or backward?

What do you want to be like in this situation?

What can *I* do to help you?

Are you going to let this (situation, person, problem,, disappointment) hold you back?

Are you going to be able to rise above this (situation, challenge)?

Look at _____'s face. How is he/she feeling right now as a result of you have said/done?

Are you making a friend or pushing a friend away?

What would a _____ (mature, kind, reliable, responsible, extraordinary) person do now?

Now that you've _____, how could you repair the situation?

When you _____, what kind of a relationship are you creating?

When you _____, what pictures are you creating about yourself in your mind?

What kind of impression are you making on all the people here when you _____?
Is this the impression you want to make?

Does it feel as if we're moving forward, or does it feel as if we're stuck? What could you do if you wanted to move forward in this situation?

Can you picture yourself doing_____ (a very specific procedure)?

Is what you're doing going to make you happy in the long run? Is there a happier choice?

How might you feel if someone did that to you?

*<u>After someone has acknowledged Level B behavior</u>:*
Do you want to be in charge of you or have someone else be in charge of you?

Do you want me to be a Level B teacher? What would a Level B teacher probably do now?

Is what you're doing on a high level? (safe? kind? appropriate? helpful? respectful?)

Here's an opportunity for you to act on a higher level. What can you do? What will you do?

Would you be willing to try that again at a higher level?

# Instructional Planning

Over the years Madeline Hunter's lesson planning model has come under some criticism mainly because of faulty interpretation in how the approach was supposed to be used. The model has been *incorrectly perceived* as an inflexible recipe or cookbook approach to lesson planning. That is, if all the ingredients are not included and used in sequence, then the model is not being followed.

This is ***not*** how the model was supposed to work. As Madeline Hunter perceived it, the model was completely flexible and open-ended. The steps should be *considered* when planning a lesson. Having considered them, then select, abandon, or judiciously include any or all of the steps.

## Anticipate

**1 Mental Set - Break Preoccupation/Get Attention/Engage**

Link past experiences, future uses, or create curiosity for the lesson.

**2 Objective - Give the intended objective of the lesson**

Explain the purpose, meaning, and/or use of the lesson.

## Participate

**3 Teach the lesson - Facilitate the learning**

Consider **(L.I.M.E.S.) l**eft-right brain considerations, **i**ntelligences, **m**odalities of learning , **e**motional considerations, and **s**tyles to involve students.

**4 Check for understanding - Obtain feedback**

Check that students have learned what you have taught.

**5 Practice - Apply**

Give students an opportunity to practice or reinforce the lesson, first independently and then with a learning partner.

## Reflect-*This step is critical and is very often overlooked.*

**6 Closure - Reflect/Reinforce**

Have students share what they have learned.
**Think, pair, timed share.**

**7 What next - Plan for long-term memory**

Through inquiry or example ponder how the learning is meaningful, useful, relevant, or interesting.

# Reference - A

1. When a disruptive student is sent to the office, the counselor or administrator invariably starts the conversation by asking a question. That conversation is on a one-to-one basis. But how does a teacher employ such an approach while teaching—with so many other students in the classroom?

   The answer is a strategy which is *proactive*. **Teaching** is done at the outset; a hierarchy of behavior concepts is taught. While students learn the concepts, they are also learning the underlying value system, e.g., "bullying" is at a lower level of social development than "democracy."

   When a student acts inappropriately, the teacher then uses the same approach that counselors and administrators use when working on a one-to-one basis. The approach starts with asking a question. The question is aimed at reflecting on a ***level*** of behavior. Since a ***level*** is referred to—rather than the specific behavior—the deed is separated from the doer. Because of this separation, the student feels no need to be self-defensive. The noncoercive approach prevents confrontations and reduces stress for both teacher and student. In addition, a disruption is viewed as a teaching opportunity to raise social responsibility.

2. The approach uses simple cognitive learning theory. First we teach; then we test. The testing is referred to as ***Checking for Understanding***. As indicated above, reflective questions are asked to ensure that the student self-evaluates, and understands which ***level*** describes the inappropriate behavior.

   When a student disrupts the class, the student is acting on level B. This is the level where a student bosses or bullies others. This level indicates making one's own rules, thereby bosses both the teacher and other class members.

   After the student acknowledges the level of behavior in this short checking for understanding phase, the teacher then continues with the lesson. The objective has been accomplished because the student has acknowledged and thereby has taken ownership of the level of behavior. The questioning process takes no more than a few moments and can be done either individually or in front of the entire class.

3. Acknowledgment and ownership are necessary for changing behavior. And this noncoercive approach prompts students to feel that the teacher's desire is for them to **accept responsibility**—rather than to coerce or punish them.

# Reference - B

4. During the short ***Checking for Understanding*** interchange, responsibility is being reinforced to the class. **Instructional time is not wasted.**

   The beauty and magic of the strategy is that when the student acknowledges the level of behavior, the misconduct not only stops, but the student oftentimes apologizes to the class—a result of accepting responsibility.

   **Asking reflective (self-evaluative) questions is a skill** and only is developed with practice. Remember*, you cannot learn a skill and be perfect at the same time. You will feel uncomfortable when you first start asking reflective questions*. Be aware of your tone of voice and non-verbal body language (facial expression, body stance, gestures) during the questioning. *Be inquisitive, not coercive.*

5. After the student has acknowledged acting on level B and **again** disrupts the class, ***Guided Choices*** are used. ***Guided Choices*** means *using authority—but without being punitive.*

   A consequence is *elicited or* the student is given a choice of at least two alternatives for completing a responsibility-producing activity.

   The teacher controls the situation, but as long as the student can make a decision, **confrontation is avoided**—because the student maintains some power and self-respect.

   ***Guided Choices*** is a *"win-win"* strategy as compared to the *"I win-you lose"* strategy.

6. The strategy is positive. Although **authority** is used, **punishments** are not. Punishment places the teacher and student in adversarial roles.

7. The teacher acquires a new stress reducing "comfort zone" when responding to disruptive behavior.

   The **questioning strategy** prevents stress by moving the focus **from one of punishment to one of *guidance***. When we guide and assist someone, that focus assists in preventing stress.

# Reference - C

8. ***Instruction, classroom management, and discipline*** are each separate entities.

   Although they overlap, they are not synonymous. **If you keep them separate in your thinking,** you can deal more effectively with each.

   ***Instruction*** involves lesson planning, teaching, and learning activities. It has to do with how you communicate your knowledge, your learning strategies, student participation, and even expectations outside of class, e.g., home assignments. *(Note: This means that not doing home assignments is an instructional problem, not a social behavioral one.)*

   ***Classroom management*** has to do with *implementing instruction*. The key to effective classroom management is organization, structure, and routines. *A teacher who uses good classroom management teaches and has students* ***practice procedures.***

   Oftentimes, students need to be taught something *we assume they know*. *Don't assume. Teach procedures*, e.g., what students do upon entering your class, how you get the attention of the class when starting an activity, how you get students' attention when you want to interrupt or stop an activity, raising a hand holding a pencil if it needs sharpening *while you are talking,* responsibilities of each group member when in teams, collecting and distributing materials, use of a class secretary to assist in roll and recording homework for absentees, procedures for class dismissal (by you, not a bell), how students quickly get into groups or move chairs, how think/pair/timed share activities are conducted, etc.

   ***Discipline*** has to do with self-control. *It is not a synonym for punishment.*

9. Make clear that the actions/behaviors of levels "C" and "D" are often similar. The difference is in the ***motivation***, e.g., picking up trash because you are told or asked (level C) or because it is the right thing to do (level D).

10. Just introducing the levels and then expecting the system to run itself is not realistic. The levels of development need to be (a) **taught** and **each level visualized with examples of what they would look like in your classroom** and, depending on your class, (b) periodically **reinforced**.

# Discipline *without* Stress® Punishments or Rewards: How to Promote Responsibility & Learning

## Dealing with Difficult Students

## *Create visual images to prompt behaviors you desire.*

**P = Send POSITIVE messages.**

Notice the number of times you **state something negatively that could be stated in positive terms**. Promise with the positive by using *contingencies***,** rather than *consequences—which usually prompt negative feelings.* Notice the difference between how the following two are perceived:

*"As soon as you finish your work, you can go to the activity center*." (Contingency - stated in the positive)
vs. *"If your work is not done, you're not going to the activity center*." (Consequence - stated negatively)

**C = Offer CHOICES.**

***Choice empowers***. Choices give ownership, a critical component for **changing behavior**.
**Giving *three* options**—rather than two—removes all perceptions of coercion. Be it a situation, a stimulus, or an urge, *a person always has a choice regarding the response*. Don't accept victim-type thinking that is counter-productive to fostering responsibility, e.g., "*He hit me first!" "I had no choice!" and* "*He made me do it."*

**R = Encourage REFLECTION.**

**Ask reflective questions** that foster growth and responsibility, e.g., *"Are you willing to try something different?" "If you could not fail, what would you do?" "What would an extraordinary person do?"*
**Be cautious of *"why?"* questions**; they allow the person to give an excuse, be a victim, and avoid responsibility. Besides, young people often do not know or find it difficult to articulate the reason they behave as they do.

√ Have the student **practice the procedure** for doing the activity/lesson. Be sure that the student knows **what** and **how to do** what you have assigned.

√ Rather than telling that the student is off task or telling the student what to do, **ask** the student to **reflect on the** *level of chosen behavior* of the ***Raise Responsibility System's*** *hierarchy.* See www.MarvinMarshall.com.

√ **Teach impulse management**. The conversation sounds something like, " Every time you stick your foot out to trip your friend, you are a victim of your impulses. *Do you really want to go through life being a victim?* If not, let's establish a procedure so that when you get that impulse, you can **redirect it**. For example, **picture and feel** your foot chained to the floor. That image will help you to be **in control**, rather than be a victim of an impulse." See www.marvinmarshall.com/discipline/responsibility-system/impulse-management

√ No one comes to school to get into trouble. Think of students as **lacking skills** to handle impulses—or that the behavior is the student's *best effort at the time to handle a frustration*. Few students are maliciously disruptive.

√ **Reflect on your own goal**. You **goal will direct** how you handle the situation. If your desire is to **help** the student, then be willing to negotiate. There may be factors involved of which you are unaware.

√ Students with short attention spans have a difficult time getting started on a task. Give **clear, concise, starting directions**, e.g., feet on the floor, **sternum up and out**, pencil and paper in proper position. Have students complete the following to themselves, *"The first thing I see myself doing is. . . ."*

√ When a student is off task or exhibits inappropriate behavior, be positive **by stating what you *want***—not what you don't want. Simply tell the student what you **would like** to see happen. This helps the student understand your desires and stops the student from engaging in one behavior only to engage in another, non-productive one.

√ Use **labeling**. Teach students to **label any distraction** as *"distraction."* Show students how to keep a record of them. Tracking distractions increases the likelihood that students will stop and think about what they are doing. This helps them reflect and make more appropriate choices.

√ **Ask for the student's help**. Put the problem to the student; let the student know that **you** don't know how to solve the disruptive behavior. Asking for help taps into a natural desire to help others when in need.

√ **Put the person in charge of the activity**. It is almost impossible to be in charge of stopping a disruption (e.g. , continually getting off task in a group activity) if the person is in charge of preventing it.

√ **Ask four questions that lead to a change in behavior**:
(1) *"What do you **want**?"* (2) *"Is what you are **choosing to do** helping you get what you want?"*
(3) *"If what you are choosing to do is not getting you what you want, then what is your **plan**?"*
(4) *"What are your **procedures** to implement your plan; specifically, what will you do?"*

√ Have a **classroom meeting** and put the topic on the table.

√ Improve your relationship by quietly **tutoring** at the student's desk—or in private.

# Rewards and Punishments

## REWARDS

Rewards can work as *incentives.* In **competition**, rewards can be very effective motivators—but not so in ***learning***. Grades are a case in point. They only serve as an incentive *if the student is interested in obtaining a good grade*. Also, grades rarely produce the highest quality learning because the focus is on the *grade*, not the best work a student is capable of doing.

Rewards are wonderful *acknowledgments.*

However, in ***The Raise Responsibility System***, rewards are *not given for expected standards of behavior* (a common practice). Giving rewards for appropriate behavior is counterproductive to promoting responsibility. Rewards change motivation from an internal to an external source.

## PUNISHMENTS

Adult punishments are used for penalties, retribution, justice, or fairness after socially irresponsible acts. *The objective with youth should not be to punish but* ***to foster social responsibility so that punishment need not be necessary***.

In ***The Raise Responsibility System***, punishments are ***not*** a focus.
(1) Punishments are based on a faulty belief that the authority figure needs to *cause suffering in order to teach, to hurt in order to instruct.*
(2) Punishments are ineffective with far too many youth.
(3) Punishments satisfy the punisher more than they promote responsibility.

**Rewards** and **punishments** are ***counterproductive*** **to fostering self-discipline and responsibility.** They are external stimuli and, therefore, have *little lasting effect* on the person whose behavior needs changing.

*How long does candy or free time last*? *For how long are they remembered?*
*Are the same students assigned detention again and again?*
*How effective are rewards and punishments when no one is looking?*

## Here is the paradox:

**Our goal is to assist students to be self-disciplined and independent problem-solvers. Yet, rewards and punishments set up students to be dependent upon external stimuli.**

# Rewarding Appropriate Behavior

1. Young people do not need bribes to be good.

2. Rewards can be great *incentives*—if the person *chooses* to work toward the reward. If the person is *not interested* in the reward or does not work toward receiving the reward, it is not much of an incentive.

3. Rewards can be wonderful *acknowledgments*. They serve to give recognition.

4. Rewards for *appropriate behavior* are counterproductive.

   (a) When we give students rewards for appropriate behavior, we send a false message. Society does not give such rewards. (When was the last time you were given a reward for stopping at a red light?)

   (b) What comes of rewarding appropriate behavior can be understood in remarks like, "*What's in it for me?" "If I'm good, what will I get?"* This approach undermines the social fabric of our civil democracy by encouraging selfishness at the expense of social responsibility.

   (c) The message that a behavior is good because it is rewarded appeals to the lowest level of ethical values, viz., *"What I am doing must be good because I am being rewarded."*

   (d) Giving such rewards does not foster moral development. Good or bad, right or wrong, just or unjust, moral or immoral are not considered. Instead, ***the determining factor becomes getting the "prize."***

5. Rewarding appropriate behavior implies that such behavior is not inherently worthwhile.

**The point is important. Giving *rewards* for *appropriate behavior* is *counterproductive to fostering responsibility*.**

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**NOTE: Don't confuse employment—a *contractual agreement* of services for compensation—with rewards. *When was the last time you thanked your employer for the reward of your paycheck?***

# ***Imposing*** **Punishments**

1. In the classroom, punishment is too often used for those who don't need it. These students will respond without punitive action.
2. ***Imposing*** punishment moves ownership from the student to the teacher.
3. ***Imposing*** punishment is teacher-dependent. The threat of punishment may coerce a student to act appropriately in one class but have no effect on the way the student interacts with others outside of that class.
4. By the time students have reached the secondary level, some have been lectured to, yelled at, sent out of the classroom, kept after school, referred to the office, suspended in school, suspended from school, referred to Saturday school—and these students simply no longer care.
5. Behavior may temporarily change at the threat of punishment—but not the way the student *wants* to behave.
6. ***Imposed*** punishment is temporary and transitory. Fear and force only produce changes in the short run. Once the imposed punishment is over, the student has "served the time" and is "free and clear" from further responsibility.
7. ***Imposed*** punishment is based on avoidance—a negative response. It stirs feelings of fear, anger, resistance, and/or defiance.
8. ***Imposed*** punishment in the classroom arouses resentment and invariably diminishes student motivation to learn what the teacher desires.
9. ***Imposed*** punishment, by its very nature, is counterproductive to good teaching because it fails to foster responsibility, cooperation, or positive motivation.
10. The use of ***imposed*** punishments in the classroom automatically creates an adversarial relationship between the teacher and the student.
11. This adversarial relationship oftentimes results in the student's testing of the teacher to see how much the student can get away with.
12. Some young people test the limits of acceptability. Sometimes the use of authority is necessary. However, authority can be used without being punitive.

***Eliciting*** **a consequence is far more effective than** ***imposing*** **a punishment.**

# Telling (in contrast to ***sharing***)

1. After childhood, telling is often i***nterpreted as an attempt to control.***

2. Whenever we tell people what to do, we convey a subtle, negative message that what they have been doing is wrong or not good enough.

3. Even if you have an excellent relationship with the person, telling often creates defensiveness—even when the person feels that what you are telling is in the person's own best interest.

   That is why there is a tendency to resist—especially when telling involves notifying others how they personally need to do something differently.

4. *Telling implies that something has to be changed*. People don't mind change as much as ***they mind being told to change.***

5. People love to control but hate to be controlled.

   This is especially true for adolescents who are attempting to assert their independence.

6. *Telling is akin to rewards and punishment in that all three are external attempts to change behavior.*

7. Since people are sensitive about being told what to do—yet at times help is perfectly appropriate—think in terms of ***suggestions and sharing ideas***.

   Present the suggestion in a question format, e.g., *"What do you think about . . . . ?" "Have you thought of . . . . ?" "Would you consider . . . . ?"*

8. **Remember, responsibility is *taken*, not told.**

# A Story

Nicolo Paganini (1782-1840) is still considered one of the greatest violinists of all time. One day, as he was about to perform before a sold-out house, he walked out on stage to a huge ovation but felt that something was terribly wrong.

Suddenly he realized that he had someone else's violin in his hand. Horrified, but knowing that his most prudent choice was to begin, he started playing.

That day he gave the performance of his life.

After the concert, Paganini was in his dressing room speaking to a fellow musician and he reflected, "Today I learned the most important lesson of my entire career. Before today, I thought the *music was in the violin.* Today, I learned that *the music is in me."*

*Let us foster this kind of thinking in our students.*

# Review Questions

**Vision**

1. The vision is to build_____citizens.
2. The strategy is to be "pro_____" rather than "re_____."

**Rewards**

3. Rewards change_____.

**Punishments**

4. *Imposed* punishments create an_____relationship.
5. *Imposed* punishments do not change the way people_____to behave.
6. When a punishments/consequence is ***elicited***, the person has_____in it.

**Telling**

7. People don't mind change as much as they mind_____changed.
8. Telling carries an implied message. The message is, "You need to_____."
9. The answers that are most effective for people are_____ _____.

**Focus**

10. The focus should be to_____the student.
11. The result of the new focus will result in reduced teacher_____.

**Strategy**

12. Cognitive teaching is to first _____and then to_____for_____.
13. The second part of cognitive teaching really means to ask_____questions.
14. Asking these kinds of questions is simple but not_____.
15. Asking these kinds of questions is a learned_____.
16. Asking these kinds of questions requires_____.
17. You cannot learn a new skill and be _____at the same time.
18. If disruptions continue,_____is used but *without* being_____.

**If the only tool you have is a hammer, everything is going to look like a nail.**

**If you want to improve the art of the craft, change the tools.**

# Review Answers

**Vision**

1. The vision is to build ***responsible*** citizens.
2. The strategy is to be pro ***active*** rather than re ***active***.

**Rewards**

3. Rewards change ***motivation***.

**Punishments**

4. *Imposed* punishments create an ***adversarial*** relationship.
5. *Imposed* punishments do not change the way people ***want*** to behave.
6. When a punishments/consequence is ***elicited***, the person has ***ownership*** in it.

**Telling**

7. People don't mind change as much as they mind ***being*** changed.
8. Telling carries an implied message. The message is, "You need to ***change***."
9. The answers that are most effective for people are ***their*** ***own***.

**Focus**

10. The focus should be to ***guide*** the student.
11. The result of the new focus will result in reduced teacher ***stress***.

**Strategy**

12. Cognitive teaching is to first ***teach*** and then to ***check*** for ***understanding***.
13. The second part of cognitive teaching really means to ask ***reflective*** questions.
14. Asking these kinds of questions is simple but not ***easy***.
15. Asking these kinds of questions is a learned ***skill***.
16. Asking these kinds of questions requires ***practice***.
17. You cannot learn a new skill and be ***perfect*** at the same time.
18. If disruptions continue, ***authority*** is used but without being ***punitive***.

**If the only tool you have is a hammer, everything is going to look like a nail.**

**If you want to improve the art of the craft, change the tools.**

# Resources

**http://www.MarvinMarshall.com**
The foundational site that links to the following resources:

- Parents
- Teachers
- Schools (*In-House Staff Development)*
- Discipline (*The Raise Responsibility System)*
- Store (for books and products)
- Blogs
- Support
- About Marv
- Speaking
- Kudos (Testimonials)

# Other Resources

**http://www.DisciplineWithoutStress.org**
The charity application where any school in the United States can receive free books for teachers and the *In-House Staff Development* package.

**http://www.marvinmarshall.com/promoting-responsibility-learning**
Archives of the *free* monthly newsletter, *"Promoting Learning and Responsibility Newsletters"* containing articles on promoting responsibility, increasing effectiveness, improving relationships, promoting learning, parenting, and discipline without stress.

You can subscribe in the box next to each edition.

**MarvinMarshall.com/files/pdf/teachers_matter.pdf**
**Teachers Matter – *Printable articles promoting learning***
Articles include:
*Counterproductive Approaches; Elicit, Rather than Impose; Five practices of Superior Teachers; The Brain, Sleep, and Learning; The Brain and Exercise; Explaining the Difference Between Internal and External Motivation; Competition and Learning; Joy in Learning; Defining Success; Understanding Counterwill; Reducing Stress; Classroom Management and Visualization; A Better Approach than Relying on Rules; Language, the Brain, and Behavior; Discipline Is A Liberating Word; Immaculate Perception;* and *See It and Learn It*.

# Commonly Used Counterproductive Approaches

## 1. ALIENATING

Every salesperson knows **not to alienate,** but adults too often talk to youth in ways that prompt negative feelings. Negative feelings stop any DESIRE to do what the adult would like young people to do. **People do "good" when they feel "good,"** not when they feel bad.

## 2. CREATING NEGATIVES

**The brain thinks in images,** not in words. When people tell others what NOT to do, what follows the *"don't"* is what the brain images. **Always communicate in positive terms of what you DO want.** "Don't run in the hall" becomes "We walk in our hallways."

## 3. RELYING ON RULES

**Rules are meant to control—not inspire.** Rules are necessary in games, but *between people,* rules **create adversarial relationships** because they **create an enforcement mentality.** A more effective approach is to list ***Responsibilites.***

## 4. AIMING AT OBEDIENCE

**Obedience does not create desire.** A more effective approach is to ***promote responsibility;*** obedience then follows as a natural by-product.

## 5. BEING REACTIVE

Rather than **reacting** to inappropriate behavior, it is far more effective and less stressful to employ a ***proactive*** approach so young people **want** to behave responsibly. Having a system such as *Discipline Without Stress* and *Parenting Without Stress* shows how.

## 6. CONFUSING CLASSROOM MANAGEMENT WITH DISCIPLINE

**Management** is the **adult's responsibility** and has to do with teaching, practicing, and reinforcing procedures. **Discipline** has to do with impulse control and behavior and is the **young person's responsibility.** *Having clarity* between the two prevents problems.

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## 7. ASSUMING

Adults too often **assume** young people know how to do what is expected of them *without first teaching how to accomplish the task.* A more effective approach is (a) teach the "how," (b) practice, and (c) reinforce neural connections by practicing again. In this way, when young people are on their own they will *already have a procedure to follow.*

## 8. EMPLOYING COERCION

Although adults can *control* young people temporarily, no one can actually *change* another person. **People change themselves.** Coercion — in the form of bribes, threats, and punishments — are the **least effective** approach for long-term behavior change. *NOTE:* **Noncoercion is not to be confused with permissiveness or not using authority.**

## 9. ANNOUNCING CONSEQUENCES

Announcing consequences for irresponsible behavior BEFORE they occur **infers that young people will misbehave.** This is a NEGATIVE APPROACH. Besides, **not knowing is far more effective in preventing irresponsible behavior.** Whispering in the ear of a misbehaving young person, *"Don't worry what will happen; we'll talk about it later,"* immediately redirects attention, stops the misbehavior, and takes no time away from instruction.

## 10. NOT BEING CONSISTENT OR FAIR BY IMPOSING, RATHER THAN BY ELICITING

Consistency is important but very hard to achieve. In addition, imposing the same consequence on all young people **is the least fair approach.** For example, if one sibling or student "A" is continually bullying another, is **imposing** the same consequence on both fair? Also, when a consequence is **imposed**—be it called *logical* or *natural*—young people are **deprived of ownership** in the decision.

A more effective and fairer approach is to ***elicit a consequence or a procedure*** that will help redirect impulses. **This is easily accomplished by asking youth if they would rather be treated as individuals or as a group.** They will prefer to be treated as *individuals* and have ownership in the decision that will *help* them. **Using the *procedure of ELICITING*** satisfies the consistency requirement, is in each person's best interest, and is fairer than imposing the same consequence on all parties.

## 11. RELYING ON EXTERNAL APPROACHES

We want to assist young people to be self-disciplined and responsible. **Both traits require *internal* motivation,** but rewarding behavior and imposing punishments are *external* approaches. They also place the responsibility on someone else to instigate a change and, thereby, fail the critical test: ***How effective are they when no one is around?*** In addition, by rewarding kids with something **they** value (candy, stickers, prizes), we simply **reinforce their childish values**—when what we really should do is to teach them values that will last a lifetime.

## 12. RELYING PRIMARILY ON PROGRAMS

Every few years a new **program is introduced** that becomes the **silver bullet** for "fixing" schools. For example, *open classrooms* were the cure-all. *Large group lectures, small group discussions, and independent study* were the "fix" for high schools. *Teaching by Objectives* was the rage. *Assertive Discipline* was mandated in many schools. Where are this programs now?

A current rage is *Positive Behavioral Interventions and Support* (**PBIS** or **PBS**), based on the old Skinnerian approach of rewarding desired behavior. PBIS is an outgrowth of working with students who have special needs and where something tangible is used for reinforcement. Since the approach helps ***special education students,*** **some districts and states have mandated that this system be imposed on ALL young people.** Aside from this misconception, it is impossible to catch and reward every desirable act. When a youngster has done what was expected and anticipates receiving the reward — but doesn't —the youngster is **"punished by rewards."** Most significantly, **behaviorism neglects any mental processes.** Its entire approach is ***EXTERNAL.*** Yet, all behavior and learning requires **motivation**—something that by its very nature requires a mental (**INTERNAL)** process.

Both successful parenting and successful teaching rest with people, which is the reason why the TOTALLY NONCOERCIVE (but not permissive) APPROACH is so successful. See ***www.MarvinMarshall.com***

# Concepts - 1

**The art of influence is to induce the person to influence himself.**
***The Discipline Without Stress Teaching Model* shows how to do it.**

## THREE PRINCIPLES TO PRACTICE

### Positivity

How can I say that in a positive way?

People do better when they feel better, not when they feel worse.

### Choice

Key communication to your students in teaching the concepts:
You decide on which level you choose to act.

If you were give only one choice, to choose or not to choose, which would you choose?

You have freedom and power to choose.
Make sure conscious choices determine your life.

Responsibility: *response - ability* - The ability to choose our responses.
We are products of our chosen responses.

Stephen Covey

It's not what happens to you; it's what you do about it. W. Mitchell

The ultimate freedom is the right to choose my attitude in any given situation.
Victor Frankl

Choice empowers. Empower—rather than overpower.

### Reflection:

Learning log: What did I learn? What do I need to work on?
Keeper journal: Record one "keeper" each day.

Every 50 minutes, use Think/ Pair/ Timed-Share
THINK - 1 minute to write down ideas learned so far. PAIR - Find a new friend.
TIMED-SHARE - Each has one minute to share.

Happy people are constantly evaluating themselves, and unhappy people are constantly evaluating others. William Glasser, M.D.

## THE RAISE RESPONSIBILITY SYSTEM

### TEACHING *LEVELS OF SOCIAL DEVELOPMENT*

#### Anarchy

We started off trying to set up an anarchist community, but people wouldn't obey the rules.
Alan Bennett

Anarchy is the stepping stone to absolute power. Napoleon Bonaparte

#### Boss*ing*/Bully*ing*

Some people see the light only when they feel the heat.

By using a verb form, the level conveys the behavioral choice.

# Concepts - 2

## TEACHING LEVELS OF SOCIAL DEVELOPMENT (Continued)

### Cooperation/Conformity (EXtenal Motivation)

Obedience does not create desire.

We teach for compliant behavior rather than for responsibility.

### Democracy (INternal Motivation)

Young people aspire. We deprive them of opportunities if we do not expose them to possibilities.

Democracy and responsibility are inseparable.

Shift happens when students are exposed to the concepts of *internal* vs. *external* motivation.

**Key communication to your students in teaching the concepts:**
**You decide on which *level you choose*.**

**Teaching young people about choice-response thinking—that they need not be victims—may be one of the most valuable thinking patterns we can give them.**

## CHECKING FOR UNDERSTANDING - *ASKING REFLECTIVE QUESTIONS*

Asking reflective questions is a technique, not a talent.

Aim for success. Be satisfied with a learning experience.

It takes a lot of practice to be spontaneous.

When asking questions, be curious—not judgmental. Aim to connect—not control. This is accomplished by the manner in which the questions are asked.

You don't have to be good to start. But you do have to start to be good. It's the start that stops most people.

You will not recognize how powerful the strategy is until you use it.

You can't win if you don't play the game.

That which we persist in doing becomes easier—not that the nature of the task has changed, but our ability to do has increased. (and so it is with asking reflective questions)

Ralph Waldo Emerson

## GUIDED CHOICES - *ELICITING CONSEQUENCES*

Not losing is more important than winning.

An expression of anger is a signal of psychological pain—rather than a personal affront.

Critical concept: You can use authority without being authoritarian.
You can be tough without being punitive.

## Attention Management

*Prompt* (hand up), *Focus* (on the teacher), and *Signal* (others)

Give me five (five fingers showing): Two eyes on me, two earls listening, and one mouth closed.

Start counting down from five while students join in counting with you: 5, 4, 3, 2, 1.

# Concepts - 3

## Discipline

Whereas *classroom management*—establishing routines and teaching, practicing, and reinforcing procedures—is the *teacher's responsibility*, *discipline* is the *student's responsibility*.

The best discipline is the kind nobody notices—not even the one being disciplined.

To many people, discipline means punishment. But actually, *to discipline means to teach*. Rather than punishment, discipline should be a positive way of helping and guiding children to achieve self-control. Discipline: A Parent's Guide. The National PTA, 1993.

## Rules vs. Expectations/Responsibilities

"Rules" are necessary in games—not in relationships. A "You broke the rule" mentality leads to an accusatory encounter. Rules are counterproductive in relationships. "Expectations" or "Responsibilities" are much more effective.

If you want to foster obedience, teach rules. If you want to foster responsibility, teach procedures and promote expectations, standards, courtesies, and manners.

Evaluate your rules. Are they reprimanding and punishing or proactively positive?

Rules are left-hemisphere oriented: sensible, orderly, and structured.
**Right-hemisphere orientated people act spontaneously and randomly. *These people need structure.* These students need to learn and practice procedures until they become routines.**

## Key Concepts

*Curriculum, instruction, and management are the teacher's responsibility*. **Discipline is the student's responsibility.**

Focusing on fostering responsibility brings obedience, cooperation, and responsibility. Focusing on obedience brings trouble.

*When you focus on responsibility, you will get obedience as a natural by-product.*

Each time you coerce someone into doing something by using your power of authority, you deprive that person of an opportunity to become more responsible.

## Vision and Change

How do I leave every student better because of my instruction and influence?

The human mind, once stretched to a new idea, never regains its original dimensions.
Oliver Wendell Holmes

We need to be led by a vision of the future as opposed to being pushed around by the problems of the present. Albert Einstein

It takes a conscious effort to use the unfamiliar. It takes courage to do something new. On the other hand, if you continue to do what you are doing, you will continue to get what you got.

No great insight ever entered the mind through an open mouth.

*Young people want to be responsible, but we are using wrong approaches to help them.*

With risk goes reward. Lean toward the risk.

# Concepts - 4

## Internal Motivation

The underlying principle of the Deming approach to improved quality work is continuous self-inspection so that quality is built into the process—rather than inspection by someone else at the end of the process.

Deming understood that you cannot legislate or dictate motivation (desire), performance, productivity, or quality work.

We need a transformation to a new economics of win-win cooperation where everybody comes out better. What is the heart of transformation? It is the release of the power of intrinsic motivation. W. Edwards Deming

## Power and Empowerment

Kids need ownership. That's what *empowers them*. They need to know they have control over their lives.

When there is hope in the future, power is in the present.

*The greatest paradox in working with others: The more power you give, the more you get.*

*The real power, the real influence of teachers, is not what students do when you're with them; it's what they do when you're not.*

Responsibility for self-discipline cannot be given; it can only be taken.
Therefore, we can teach responsibility in a classroom only by planning opportunities that guide students to take responsibility themselves.

What we accomplish by threats and coercion must be maintained by force.
What we accomplish by guiding and caring is self-propelling.
Real power consists in creating a situation where coercion need not be exercised.

The ultimate use of power should be to empower others.
That's what our Constitution is about. William Glasser, M.D.

## Rewards

External rewards change motivation.

A reward works as in incentive only if the person is interested in the reward. School grades are an example.

## Punishments

If you believe a child is an adult, then use adult approaches—such as *imposed* punishments. However, if you want a youngster to become more responsible, then *elicit* the consequence so that the youngster will own it.

Punishments are based upon the belief that you need to cause suffering to teach, to hurt to instruct.

You can be tough without being punitive.

Out of our desire to control comes punishment. Out of our desire to raise responsible citizens comes teaching and guidance.

# Concepts - 5

## Impulse Management

Unless a procedure is established and practiced, the impulse will direct, and the person becomes a victim. *Do you really want to be a victim where you are not in control—or a victor where you are in control?*

Frequency Count for Younger Students
Make a mark each time you . . . (work on one at a time)
are out of your seat (or)
talk out (or)
lose your temper (or)
become distracted
Can be used in 15 minute, 30 minute, 60 minute, or any time period

## Promoting Learning

*People need to know you mean them no harm.*

Most powerful factor in student effort: "The teacher believed in me."

A word of encouragement during a failure is worth more than a whole book of praise after a success.

Unconditional positive regard: Don't make your caring and acceptance conditional upon the student's academic success

Basic principle of teaching and parenting: Don't do things for young people that they can do themselves.

## Instruction

Telling is not teaching, and listening is not learning.

Teacher: "Yes, Calvin."
Calvin: "You can present the material, but you can't make me learn."

The argument for involvement: We retain 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we hear and see, 70% of what we say, and 90% of what we say and do.

*The best way to learn something is to teach it.*

Kids would rather be *bad* than *stupid*.
A reason they misbehave is because they don't want to be failures.

The hemispheres of the brain are continually interacting. No one is totally right or left brained.

Tap into intrinsic motivation by using *curiosity* and *novelty*.

The brain thinks in images, visions, and illusions—not in words. *Project mental pictures.*

Teach metacognition. Taking charge of one's own cognitive processes is a very large part of the at-risk/drop-out problem—as well as discipline problems. Talk about what is inside students' heads when they are approaching a task. *Talking about thinking begets more thinking.*

## A Story About Rewards Transferring to Internal Motivation

I teach first grade, and sometimes just getting the kids to remember their folders and to sharpen pencils is a chore. I usually start out the year reminding them, nagging them, and finally giving up. THEY don't care if they have a folder or a pencil. I'm the only one who seems bothered. So I put a sticker chart in their folders and offer stickers and trips to the treasure box if they come prepared. I KNOW it's not helping, and it bothers me every day as I waste time on this activity, but at least they have pencils when we start to work.

One day recently I was monitoring the kids' work. I commented to one boy about his pencil. It was really short and dull. He said it was all he had, but in his pencil holder on his desk there were three long sharp pencils just sitting there. I asked him about those. He said, “But those are my sharp pencils! I don't use those. Those are just for getting stickers!”

It took me all year to realize that this kid had used the same sharp pencils EVERY DAY to get a sticker but never once used them to write with.

**So much for external motivation transferring to internal motivation!**

# An Urban School's Experience

This is the conclusion of our first year using your program. We all read the book last summer and had discussion sessions. We started off the year all on the same page.

There was some concern that being so polite and respectful to our children would not work since they were not used to being dealt with respectfully. We are a school filled with students at risk, 99% African American and 96% receive free or reduced school lunch.

We have been very impressed with the program. Every teacher has the chart on the wall and every teacher uses the same terms.

Teachers now discuss issues with students and office referrals are down over 50%. Suspensions have also been reduced by approximately 25%. The overall environment in the building has changed positively and we are now focused upon teaching and learning rather than managing disruptive behavior. Teacher morale is higher and students like being treated respectfully.

*I have also noticed that staff interacts more positively with each other. No one is yelling at students anymore and staff conflicts seem to be fewer and less intense.*

My staff and I are grateful that we learned about your program and continue to praise it and will continue to implement it in the years to come.

Richard M. Rubin, Principal
Hope Elementary Charter School
Downtown Raleigh, North Carolina

# A Middle School Teacher's Experience

About a week before school started I went online looking for a way to provide a suitable reward system to make sure that my classes were positive and motivated. I knew that rewards were more effective than punishments, or so I thought.

I did a search for "Discipline Rewards" and your site popped up. I started reading your website and I was immediately on-board. After spending about an hour on your site, I decided to try your system this year.

I spent the second day of school talking to my classes about the hierarchy. Their homework was for them to go online and research the *Raise Responsibility System*.

We discussed their viewpoints and the changes started immediately.

I realized for the first time in over 25 years of teaching that I was not having enough faith in my students. As High Priestess of the Control Freaks, I had to learn to step back and give them the chance to analyze their own behavior and come up with their own responsible responses.

The entire atmosphere in my algebra class is changed to one of maturity, self-discipline, helpfulness, and respect. I am not exhausted by the end of the day from trying to control all my students. No more adversarial confrontations!

I am now frequently impressed by the maturity that my students are showing. I have gone from bossing to trusting.

Thank you for your website, your book, and for your sound principles. I am a much calmer and happier teacher now.

Sharon Miles
Crownsville, Maryland

# A New High School Teacher's Experience

When I was offered a teaching position at Central Florida Aerospace Academy, it was shrouded with the understandable skepticism that surrounds most first year teachers. Could this "rookie" really handle a predominately male academy offering a notoriously male dominated curriculum? The answer was and is ABSOLUTELY YES! What my administrators did not know at the time was the finely tuned instrument I had tucked away in my "classroom bag of tools," namely, Dr. Marvin Marshall's *Raise Responsibility System.*

Dr. Marshall's plan allowed/allows me the freedom to focus my efforts toward truly differentiated instruction and creative teaching methods without having to stumble over the "first year teaching" potholes and pitfalls of classroom discipline. My first year teaching was AWESOME and I managed to run my classroom truly "WITHOUT STRESS, PUNISHMENTS OR REWARDS."

Interestingly, I was summoned to the office after the first term and asked if anything was wrong. I did not understand the origin of my administrator's question and inquired as to the source of his concern. He was worried that I had not ONE referral to his office the entire semester. Something, obviously, had to be wrong. This was not possible. On the contrary, everything was absolutely right!

Not only did/does the system promote responsibility in my students, it encourages self-discipline that leads to accountability in and out of my classroom. Because of Dr. Marshall's tangible plan I was/am able to open my classroom and take 120-150 students into the field for scientific research with confidence, knowing I have empowered them to raise responsibility.

Thank you, Dr. Marshall, for allowing me to take science education to a new level!

With your *Raise Responsibility System* all systems are Go for a GREAT year...EVERY year!

Lori Bradner, Science Teacher
Kathleen High School
Lakeland, Florida

# A Principal's Experience



Last April, I started a new life journey that has dramatically changed who I am as a principal as well as who I am as a person. I was completing my fifth year as an elementary public principal. One of my colleagues recommended I attend the National Association of Elementary School Principals (NAESP) Convention in Anaheim, California. He had attended the conferences in the past and found them highly worthwhile.

Excitedly, I registered and began to think of my main goals during the conference. In reflecting on my abilities as an educational leader, I felt that I could improve my interaction skills with students encountering behavioral issues. In one third-grade class for example, the teacher and I had been meeting on a weekly basis to help a child who seemed to be continually making poor choices and becoming exceedingly more angry each day. We met with the parents who worked together with us on several behavior plans. Nothing seemed to change the child's behavior. I kept thinking there must be something else in the land of educational ideas that could provide my staff and me with additional strategies or suggestions to help children with behavioral difficulties.

Armed with a mission, I attended every workshop in the program concerning "at-risk," "disruptive" or "difficult" children. It was at one of these sessions that I first heard Dr. Marvin Marshall speak. As he talked about the system and the power of positivity, choice, and reflection, I knew in my heart that I had hit upon something that might work for my school and me.

Immediately following the conclusion of Dr. Marshall's presentation, I turned to a gentleman sitting next to me. He seemed to know about Dr. Marshall's system so I asked him if he used the system in his school. When he said, "Yes," I asked his opinion and he responded by stating, "The teachers who incorporate Dr. Marshall's principles are sad at the end of the school year because they don't want their students to leave. The ones who do not use the system can't wait for the school year to end!" That was all the vindication I needed. I hurried to the conference bookstore and purchased Dr. Marshall's book, *Discipline without Stress, Punishments or Rewards*.

Before the plane landed back in New Jersey, I had finished the book complete with highlighting, tabs, and notations in the margins. Since April, I have read Dr. Marshall's book at least twice and some chapters three or four times! I carried the book everywhere I went: school, home, to lunch with friends, and at family gatherings. What is remarkable about it is not that there are profound statements or earth-shattering revelations. Instead, it is a primer for a way of life—a new way of thinking, a new way of helping children act responsibly.

# A Principal's Experience (cont.)



In May, teachers began to notice I was carrying *Discipline without Stress, Punishments or Rewards* everywhere I went in school. At team planning meetings, I asked them if they were satisfied with the behavior of their students. We talked about the different procedures in their classroom and how they handled behavior concerns. They agreed that sometimes behavior modification plans did not work. Sometimes they ran out of ideas and were frustrated and stressed out. I started telling them about Dr. Marshall's ideas. Teachers expressed an interest in reading Dr. Marshall's book and trying his approach.

I purchased *Discipline without Stress Punishments or Rewards* through my administrator's account for each staff member who expressed an interest. At our last faculty meeting in June, I distributed the books and invited them to read it over the summer. In September, the entire faculty was ready to go. We watched Dr. Marshall's instructional video prior to the first day of school. That served as a good reminder for teachers who read the book over the summer and important information for those who had not. Teachers made bulletin boards with the four levels of behavior: Anarchy (A), Bullying/Bossing (B), Cooperation /Conformity (C), and Democracy (D). We printed and laminated the posters from Dr. Marshall's website for each classroom.

By the end of September, we were all speaking the same language. I could walk up to any student in the building and ask him/her: "What level of behavior is that?" and they could identify it correctly. The goal of course was for students to be at levels C or D. Some students got it right away and made efforts to make the right choices. One second grade student was concerned because a classmate was ill on Halloween. He was worried that his friend would not be well enough to go Trick or Treating. He asked his parents if he could take half of his "goodies" to his friend and so the parents drove him to his friend's house. What a great example of Level D behavior! I would not have even known about it except that the sick child's mother called me the next day to praise the child.

Other students needed to be reminded more often. Special education students with behavior problems have had the greatest difficulty behaving at the appropriate levels. At team planning meetings each week we shared experiences, asked questions, and helped each other implement the program. We also held several after-school gatherings. We called it a "Book Club." Teachers volunteered to come and talk about Dr. Marshall's book and their experiences with the system. I especially enjoyed sitting back and listening to others share their stories.

# A Principal's Experience (cont.)



It is almost a year since I heard Dr. Marshall speak. My life has not been the same since that momentous day. I continue to work each day at being positive. Reflective questions now come more naturally to me. Most of my interactions with students are calm events that challenge students to think about what they did and come up with plans for how they can be at Level C or D more frequently. One first grade student was worried that her classmate would not be able to bring in a treat for his birthday, so she asked her mother if they could make cookies for him. They did and the child was so excited when she brought them in on his birthday to share with the class. This is another example of a child doing the right thing because it was the right thing to do!

In conclusion, I would like to make the comparison of a Sonicare Toothbrush with what we now call "The Marshall Plan." All my life I had used a manual toothbrush: Reach, Oral B, or whatever the dentist gave me after a checkup. I never thought there could be something better to clean my teeth until the Sonicare Toothbrush entered my life. Was it easy to use? Not at first.

My husband and I read the instruction book. Then we practiced. The toothbrush felt tingly during our first few times using it as the book indicated. Did we give up? No, we felt it was worth the effort to continue trying. There were many things to remember when using the Sonicare Toothbrush. You must keep your mouth, shut or the toothpaste will dribble down your chin. If you take the toothbrush out of your mouth without turning it off first, the toothpaste splatters all over the mirror, sink, and your clothes! The toothbrush has an internal clock. It runs for two minutes. With a manual toothbrush, you can just stop or start whenever you want.

Despite all these adjustments and changes to my tooth brushing habits, the end result is so effective and my teeth are so much cleaner, I will never go back to my old toothbrush again! This is exactly how I feel about my post Dr. Marshall life. I will never go back to who I was before. Was it easy? No. Was it worth the effort? Yes! The new me is a happier, more positive person and administrator—and it has made all the difference in my life.

Mary Lou Cebula, Ed.D.
Principal, Central School
Warren, New Jersey

MARCH 2004

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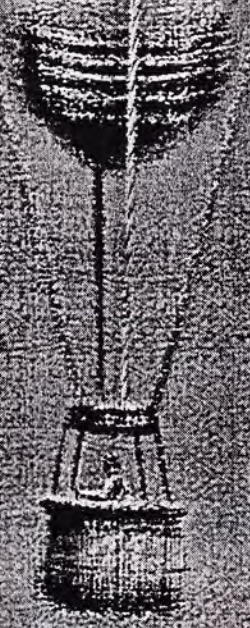

## ENCOURAGING RESPONSIBLE STUDENT BEHAVIOR

MARVIN MARSHALL
KERRY WEISNER

*ALSO IN THIS ISSUE*

## DEVELOPING LEADERSHIP SKILLS

## LESSON STUDY

## PREVENTING PLAGIARISM

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Marvin Marshall

# Using a Discipline System to Promote Learning

On returning to the classroom after 24 years, Mr. Marshall struggled to maintain discipline. In Part 1 of this article, he describes how his frustration led him to develop a system that would promote responsible behavior by internally motivating students. In Part 2, Ms. Weisner describes the positive changes in her students' behavior and learning after she implemented Mr. Marshall's program in her classroom.

BY MARVIN MARSHALL AND KERRY WEISNER

## Part 1: Creating the System

BY MARVIN MARSHALL

AFTER 24 years as a counselor, supervisor, and administrator, I decided that I wanted to spend my final years in education doing what I enjoyed most — classroom teaching. I took a position teaching middle school social studies, computers, and math. Since I had previously taught at this level (as well as at the elementary and high school levels), I felt familiar with the situation. What I did not realize was that the situation had changed. What struck me immediately was the amount of inappropriate student behavior. Graffiti, rudeness, disrespect, and lack of interest in learning were prevalent. Although I was aware that society had changed, I had forgotten just how clearly students reflect the society in which they grow.

After a few weeks in the classroom, I realized that I might as well have been wearing a blue suit with copper buttons to school every day — I had become a cop. I had returned to the classroom to be a teacher, a mentor, a facilitator, a role model, a coach, a builder of young people — not a policeman.

My discomfort with this role inspired me to begin to design a system that would promote responsible behavior. The system would draw on my own teaching, counseling, and administrative experiences, as well as on the insights of others who had explored the area of human potential.

**STEPHEN COVEY**

The first of Stephen Covey's "sev-

en habits of highly effective people" is to be proactive.[1] I decided that, rather than follow the customary approach of constantly *reacting* to inappropriate classroom behaviors, I would be *proactive.* Since I was a teacher, it made perfect sense for me to start by teaching something.

It is an understatement to suggest that young people are influenced by their peers. Young people have a strong desire to be liked, and the easiest way to be liked by others is to be like them. The most obvious example is the adoption of particular clothing styles. Peer influence and the desire to conform are so strong that some students will not take books home because studying and achievement in school rank low in their subculture.

I realized that identifying and articulating instances of conforming to peer influence could serve as a first step in resisting inappropriate influences and behaviors. I decided to employ this concept of "external motivation." I reflected on George Orwell's classic, *1984*, and how he both explained and illustrated the critical importance of language to influence, direct, and control thought. Orwell used the example of "freedom" to make his point: the *word* "freedom" is necessary to articulate the concept it represents. I decided to use key terms to promote responsible behavior.

## ABRAHAM MASLOW

Once I had made this decision to promote responsible behavior, it seemed that the most effective approach would be to develop a hierarchy. Jean Piaget had developed a hierarchy of cognitive development. Lawrence Kohlberg had developed a hierarchy of moral development. Abraham Maslow had developed a hierarchy of needs but also spoke to a hierarchy of values that are at the very core of human nature.

> Human life will never be understood unless its highest aspirations are taken into account. Growth, self-actualization, the striving toward health, the quest for identity and autonomy, the yearning for excellence (and other ways of phrasing the striving "upward") must now be accepted beyond question as a widespread and perhaps universal human tendency.[2]

My hierarchy was to be one of *social development* — a way to explain human social behavior in simple terms that anyone could understand. I began by considering a classic work on the subject, *Lord of the Flies.* This 1954 novel, which won William Golding a Nobel Prize in literature, is about a couple of dozen British schoolboys who are stranded on a tropical island and left to their own devices. Without any social order, anarchy and chaos erupt. At this point, two of the bigger boys become bullies. They start bossing the younger boys and making the rules. From this story, I derived my hierarchy's two lowest levels — *anarchy* and *bossing/bullying.*

Society cannot exist without some norms, some external controls. A society becomes civil when its people cooperate and live according to these external influences. The concept of *cooperation* suggested the third level of the social development hierarchy.

As noted above, there is another type of external influence, to which young people in particular are susceptible. Young people should be aware of their basic desire to belong. With this understanding will come further awareness that resisting peer influence may at times be extremely challenging. A "herd" or "join the gang" mentality can even draw young people toward some action that they know is not good for them or for society. I felt that the strong urge to conform — even to *inappropriate* external influences — also needed to be recognized in the hierarchy. Thus the third level was altered to *cooperation/conformity.*

As people grow, mature, cultivate manners, and develop values of right and wrong, the prompts for civility, originally external, become internalized. Doing the right thing simply because it is the right thing to do — without being asked or told — is the concept that characterizes the fourth

*MARVIN MARSHALL is a staff developer and author. He can be reached through his website, www.MarvinMarshall.com, where readers will find a number of resources for users of the Raise Responsibility System. KERRY WEISNER teaches at Alex Aitken Elementary School in Duncan, B.C. (kwbw@shaw.ca).*
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*Photo: EyeWire Images*

and highest level. I refer to this level as *democracy* because taking the initiative to be responsible is an essential characteristic of self-rule.

I will describe the levels in more detail later, but it is important to recognize a few points at this stage. The usual terms associated with motivation are *extrinsic* and *intrinsic*. Extrinsic motivation applies when the aim of the performance is to gain approval, to receive a reward, or to avoid punishment. Intrinsic motivation applies when people perform for inner satisfaction. I intentionally chose the terms *external* and *internal* rather than extrinsic and intrinsic because my purpose is to promote responsibility in young people, and responsibility is not a characteristic that we ordinarily associate with "intrinsic" motivation. Intrinsic motivators such as interest, curiosity, or a challenge are more likely to lead to the feeling of satisfaction. The motivation to be responsible is more cognitive than emotional and is rooted in ethics and values.

Although humans operate from both external and internal motivation, the motivation itself often cannot be discerned from a person's actions. For example, if a youngster makes her own bed because her parent asks her to (external motivation) or does so because she wants to (internal motivation), the action is the same; the bed has been made. In a classroom, both levels are acceptable. Similarly, no attempt is made to distinguish between the two lowest levels. Neither *anarchy* nor *bossing/bullying* is an acceptable level of classroom behavior.

## DOUGLAS McGREGOR

While earning a master's degree in business administration, I had the opportunity to read widely in the areas of business and economics. One book in particular had a profound influence on me. In 1960, Douglas McGregor, then the Sloan Professor of Management at the Massachusetts Institute of Technology, published *The Human Side of Enterprise*.[3] This book was a major force in promoting the application of behavioral science to the improvement of productivity in organizations.

McGregor examined the factors underlying the different ways that people attempt to influence human activity. He studied various approaches to managing people, not only in industrial organizations but also in schools, public services, and private agencies. He concluded that the thinking and activity of people in authority are based on two very different sets of assumptions about people. He referred to these assumptions as Theory X and Theory Y.

*Theory X.* McGregor labeled the set of assumptions upon which the top-down, authoritarian style is based as Theory X. He concluded that this style is inadequate for full human development. Theory X consists of the following beliefs:

1. The average person has an inherent dislike for work and will avoid it if possible.

2. Because of this inherent aversion, most people must be coerced, controlled, directed, or threatened with punishment to get them to put forth adequate effort toward the achievement of goals and objectives.

3. The average person prefers to be directed, wishes to avoid responsibility, has relatively little ambition, and wants security above all.

Under a Theory X management style, responsibilities are delineated, goals are imposed, and decisions are made without involving individuals or requesting their consent. Rewards are contingent upon conforming to the system, and punishments are the consequence of deviation from the established rules.

Theory X styles vary from "hard" to "soft." A drill instructor uses a "hard" approach. In a "soft" approach, less coercive strategies are used, such as rewarding people for adhering to expected standards of behavior.

*Theory Y.* Theory Y assumptions are more consistent with current research and knowledge. The management style associated with Theory Y leads to higher motivation and greater realization of goals for both the individual and the organization. Theory Y managers rely on *collaboration* rather than *coercion*.

The assumptions of Theory Y are:

1. The expenditure of physical and mental effort is as natural in work as it is in play. Depending upon controllable conditions, work can be a source of satisfaction and will be performed voluntarily, or it can be a source of punishment and will be avoided.

2. People will exercise self-direction and self-control in pursuit of objectives to which they are committed.

3. Commitment to objectives depends on the rewards associated with achieving them. *The most significant of such rewards is the internal reward of self-satisfaction.*

4. The average person learns, under proper conditions, not only to accept responsibility but also to seek it. Avoidance of responsibility is a general consequence of experiences. It is not an inherent human characteristic.

5. The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of problems is distributed widely, not narrowly, in the population.

6. Under the conditions that we encounter in modern life, the intellectual potential of the average per-

son is only partially used.

Theory Y encourages growth and development. *Above all, Theory Y points up the fact that the limits of human collaboration are limits not of human nature but of the authority figures' ingenuity and skill in discovering how to realize the potential of the people with whom they work.*

The Theory Y style is not a soft approach to managing. It can be very demanding. It sets up realistic objectives and expects people to achieve them. It is more challenging to the participants.

The traditional model for attempting to manage or change people has been authoritarian and aligned with Theory X. But the conviction that this model is the best way to achieve our objectives is a delusion. It brings to mind an old story about a scientific expedition to capture a Tonkin snub-nosed monkey. Only an estimated 100 to 200 members of this particular species exist, and they reside only in the jungles of Vietnam. The scientists wanted to capture one of the monkeys alive and unharmed. Using their knowledge of monkeys, they devised a trap consisting of a small bottle with a long narrow neck. A handful of nuts was placed in it, and the bottle was staked out and secured by a thin wire attached to a tree. Sure enough, one of the desired monkeys scented the nuts in the bottle, thrust an arm into the long neck, and grabbed a fistful. But when the monkey tried to withdraw the prize, his fist, now made larger by its contents, would not pass through the narrow neck of the bottle. He was trapped, anchored in the bottle, unable to escape with his booty, and yet unwilling to let go. The monkey was easily captured.

We may smile at the monkey's foolishness, but in some respects we operate in the same manner. We cling to the very things that hold us back, remaining captive through sheer unwillingness to let go. Peter Drucker, perhaps the dean of management theory and practice in this country, has said that people fail because of what they will not give up. They cling to what has worked in the past, even after it has clearly stopped working.

Society has changed. Young people today are exposed to influences and operate in contexts that are different from those that previous generations experienced. For example, the concept of "student rights" means that the classroom climate today is quite different from what it once was. Traditional attempts to enforce discipline, aimed at gaining obedience, too often reap resistance, rebellion, and outright defiance rather than the desired compliance and cooperation.

## HOW SCHOOLS USE THEORY X

We are accustomed to telling students what to do, punishing them if they resist, and rewarding them if they comply. Telling, punishing, and rewarding are coercive and manipulative. They are based on the assumptions of Theory X.

Telling someone what to do (in contrast to sharing information) carries with it the implication that what the person is doing is not good enough — that the person has to change. This is a negative message that no one enjoys hearing. Besides, if telling worked, students would do exactly as they were told, and repetition would be unnecessary. To see the ineffectiveness of telling, just complete this sentence: "If I have told you once, I have told you. . . ."

Punishment, another coercive approach, is based on the idea that a student has to be harmed to learn or be hurt in order to be instructed. The truth is that people do best when they feel good about themselves, not when they feel bad. Punishment is counterproductive to a teacher/student relationship because imposed punishment (whether called natural or logical) immediately prompts negative feelings against the person meting out the punishment. Punishment satisfies the punisher more than it influences the punished.

As a high school assistant principal in charge of supervising a student body of 3,200, I never had a teacher come into my office demanding that a student be made more responsible; instead, the teacher wanted the student punished. The motivating force for the adult was the desire for a "pound of flesh." If imposed punishments were successful in changing people's behavior, young people would *want* to act more responsibly, and the same students would not be repeatedly assigned to detention.

If a youngster is believed to be an adult, then the youngster should be treated as an adult. However, if we agree that youngsters are not yet adults, then logic and experience dictate that we treat them in such a way that they will become more responsible. There are over two million people incarcerated in this country. Schools should be promoting responsible behavior, not just obedience, so that when young people become older they will not join this increasing number.

Rewarding appropriate behavior is also manipulative. A reward can serve as an incentive if the person is interested in the reward. Grades are a case in point. A student who is interested in obtaining a good grade will work for it. However, if a good grade is not in a person's "quality world" (to use William Glasser's terminology), then a grade is not much of an incentive. Rewards can also serve as wonderful acknowledgments. How-

ever, *giving rewards for meeting expected standards of behavior* conveys a false message. The implication is that society will continue to reward expected standards of proper behavior as the young person grows. The practice of rewarding young people for acting appropriately conveys the message that responsible behavior for its own sake is not good enough — that one needs to receive something in order to be motivated to act appropriately and responsibly.

Like the monkey, a person who clings to a coercive approach loses freedom. A person becomes liberated when he or she is willing to let go of Theory X strategies, which are generally accompanied by stress, resistance, and poor relationships. In direct contrast, the use of collaboration and empowerment — the outgrowths of Theory Y — reduces stress, improves relationships, and is much more powerful in effecting change in others.

## WILLIAM GLASSER

The psychiatrist William Glasser devised a pioneering clinical approach called Reality Therapy. Glasser's work with patients led him to conclude that the failure to take responsibility for one's actions is a major cause of psychological illness. He rails against external motivators to change behavior. In his landmark book, *Schools Without Failure*, he illustrates how coercive approaches are counterproductive for lasting success.

> Attempts to apply external pressure upon students to motivate them generally fail. In contrast, Reality Therapy does not concern itself directly with motivation. We don't attempt to direct motivation because we know that it can be produced only with a "gun" or some other forceful method. But guns, force, threats, shame, and punishments are historically poor motivators and work (if we continue the gun example) only as long as they are pointed and as long as the person is afraid. If he loses fear, or if the gun is put down, the motivation ceases.[4]

In a more recent work, Glasser notes that the following verbs all signal coercion: force, compel, manipulate, boss, threaten, control, criticize, blame, complain, nag, badger, put down, preach, rank, rate, withdraw, reject, ridicule, bribe, reward, punish.[5]

With his Choice Theory, Glasser further explains that all problems are present problems. For example, an abused person may, because of an unhappy past, have difficulties dealing with the present, but he or she is still not totally incapable of doing so. The past — be it abuse, neglect, or rejection — is not the problem. This means that inquiry into an earlier experience may be of interest but has little bearing on the resolution of a problem.

Finally, Glasser asserts that all problems are at their core relationship-oriented. An obvious example is that if a client has a poor relationship with a counselor, counseling sessions will have little success. The client's negative emotion impinges upon anything positive emanating from the session. Similarly, how a student feels has a direct bearing on learning. Cognition does not occur in isolation. If the student does not feel emotionally, psychologically, and physically safe, learning will be diminished.

In summation, my system to promote responsible behavior incorporates several of Glasser's ideas:

- taking responsibility for one's own behavior;
- using a noncoercive approach;
- investing little if any time in determining the motivation for a behavior; and
- establishing a safe environment.

## W. EDWARDS DEMING

W. Edwards Deming was the American who showed first the Japanese and then the world how to improve quality while simultaneously reducing manufacturing costs. The underlying principle of the Deming approach is continuous *self-inspection.* In traditional approaches, quality control was a specialized task placed at the end of the manufacturing process. If the product failed to pass inspection, the cost of producing the product was wasted. Deming showed how to build quality into the manufacturing process by empowering workers through the encouragement of collaboration. The result was zero defects — improved quality at less cost.

Deming believed that in an atmosphere of cooperation and collaboration, everyone wins. This view is in contrast to the usual competitive approach, which implies that if one person wins, the other person loses — the winner gets the loser's piece of the pie. Deming showed that people working together can make the pie bigger. Rather than building barriers, which is often a result of competition, he believed in breaking down barriers so that people could derive joy from their efforts. Among his prime principles were *continuous improvement, driving out fear, and building trust rather than control.* Deming understood that you cannot legislate or dictate desire and that it is internal motivation such as desire that is the key to improved achievement.

## THE IMPORTANCE OF A SYSTEM

My teaching and administrative experiences had taught me that hav-

ing a *system* is even more beneficial than having a *talent.* I had seen many "natural teachers" at their wits' end with certain students. Relying on a system rather than relying on talent means that there is always something available to help in challenging situations. That dependable aid is precisely what I wanted to offer practitioners. But I also knew that if a system were to be implemented and replicated, it would have to be simple. With this in mind, I set out to tie together all the ideas discussed above. The result was the Raise Responsibility System.

Now Kerry Weisner, an elementary teacher, shares how she has used this system to promote both responsible behavior and learning in her classroom.

# Part 2: The System in Practice

**BY KERRY WEISNER**

NEARLY 25 years ago, as a beginning teacher struggling somewhat with classroom discipline, I eagerly scanned teacher magazines in search of tips. One technique came well recommended: I should divide my class into teams; offer points for good behavior, kind deeds, and diligent work habits; and then each week present the winning team with something special — perhaps a chocolate bar, a comic book, or a fancy pen. The magazine promised that this system would build self-esteem and motivate students to behave, do their best work, learn well, and be kindhearted. Armed with enticing treats for incentives, I had great expectations for improved behavior from those few students who occasionally challenged me and for an increased level of motivation from the rest of the class. This was so easy. Why hadn't I thought of it myself?

*Easy?* Well, not for me! I didn't seem to have the necessary skills to get this straightforward little plan to work. It turned out that I wasn't a very accurate judge of who should be awarded points. I could never pay enough attention to determine which team was truly the quietest at dismissal time, and I found it almost impossible to accurately assess which group had the tidiest handwriting. Since I was not alert enough to notice *every* act of kindness in the room, the children themselves began to interrupt lessons to point them out to me.

As it happened, my students, grade 5 that year, were quick to pick up on my obvious lack of skill, and the more vocal ones were not about to let any errors go by unnoticed. Often squabbles broke out, and eventually even the "good kids" started to complain if I awarded points in a way with which they didn't agree. Somehow, this wasn't what I had envisioned! Instead of becoming more cooperative, self-disciplined, and focused on lessons, these children were becoming greedy and resentful, interested in only one thing — getting points, *more* points than their neighbors.

Where were those thoughtful, well-behaved, motivated students who wanted to learn simply for the joy of learning? What happened to that respectful and purposeful classroom atmosphere that I was trying to create? Why were the children more interested on Monday mornings in the nature of the Friday prize than in the wonderful lessons that I had spent long hours preparing? I was sadly disappointed in myself as a teacher.

## A QUEST

Fed up with conflict and never one to really enjoy competitive activities anyway, I knew I couldn't follow through with the magazine's suggestion. After three weeks, I accepted what seemed obvious: I wasn't cut out to be the truly effective teacher the magazine described. When it came to classroom discipline, I simply didn't have the talent. Somehow I would have to find another way.

Discouraged with my inability to successfully follow popular educational advice as outlined by that upbeat teaching article, I turned in-

stead to personal experience for direction. I started to reflect on the teachers who had taught *me* over the course of my schooling. Certain ones clearly stood out in my memory as powerful and inspiring. What characteristics did they share?

They had cultivated personal bonds with students by

- treating us with respect and kindness;
- using an honest, direct teaching approach;
- showing interest in us as individuals;
- sharing stories from their own lives;
- maintaining an approachable manner so that we felt safe; and
- displaying a willingness to give extra help and encouragement.

They had held high expectations:

- requiring us to work hard;
- insisting that we try;
- challenging us to think; and
- expecting us to behave appropriately.

They had employed best teaching practices:

- capturing interest through an engaging classroom environment;
- providing a reason to want to attend class;
- making learning fun;
- using a variety of carefully planned teaching strategies; and
- giving varied and meaningful assignments.

For the next 20 years, I tried to emulate these memorable educators. Although I gradually developed an increasingly clearer sense of direction, I still struggled on a day-to-day basis with students who misbehaved, were insensitive, or avoided responsibility. I felt as if I had a pretty good idea of *where* I wanted to go, but only the vaguest notion of *how* to get there. Eventually I began to investigate motivation research and was greatly affected by what I found.

With great conviction, I set out to find an approach to classroom teaching and discipline based on *internal motivation.* Forget the gimmicks, the quick-fix approaches, the prizes, the stickers, the pizzas for reading, and those merit points for good behavior. The studies clearly showed that none of these things would bring about long-term, lasting results. I was determined to find a program that would encourage the children in my charge to work consciously toward becoming compassionate, self-disciplined, responsible individuals; nothing less would do. Yet the challenge remained: How on earth could *anyone* do that with 6-year-olds?

Although this idealistic vision certainly captured my imagination, I knew that in a practical teaching sense I didn't have much to go on. What I needed were concrete teaching strategies that would allow me to assist students who daydreamed class time away, ridiculed classmates, or deliberately hurt others in the schoolyard. Once again, feeling discouraged, I felt destined to spend the rest of my career searching for something that didn't exist.

And then one day, all of that changed with just a quick click of my computer mouse. Prompted by mail-ring conversations regarding discipline plans based on behavior modification and other imposed approaches, I entered the phrase "rewards and punishments" into a search engine. Up came a site titled "Dr. Marvin Marshall — Discipline Without Stress, Punishments, or Rewards" (www.MarvinMarshall.com).

Eureka! Here was the information for which I had been endlessly searching. The website described a simple system based on internal motivation that focused on promoting responsibility rather than on promoting obedience. It was *exactly* what I needed to inspire children to lead responsible lives.

## THREE PRINCIPLES TO PRACTICE

Excited, I decided to start by implementing three recommended practices:

1. I was *positive* in everything I said. Students do better when they feel good about themselves.

2. I taught students that they always have the freedom to *choose their responses* — regardless of the situation. Realizing that they had choices, the students became more self-controlled and responsible. They felt empowered.

3. I learned to ask questions that would effectively guide students to *reflect* and *self-evaluate.*

Practicing these three principles of adopting *positivity,* empowering through *choice,* and encouraging *reflection* greatly reduced my stress as a teacher and allowed me to view misbehavior as I would any academic difficulty — as *an opportunity to teach and learn* instead of as a problem. My goal became to influence students, rather than trying to coerce them into making constructive changes in their behavior.

## THE THREE PHASES OF THE RAISE RESPONSIBILITY SYSTEM

In Part 1 of this article, Marvin Marshall detailed the theories behind his Raise Responsibility System. As applied in the classroom, the system has three phases: 1) *teaching,* 2) *asking,* and 3) *eliciting.*

*Phase 1: teaching the hierarchy.* The foundation of the Raise Responsibility System is the hierarchy of social development. Classroom behaviors can be assigned to different levels of the hierarchy. I chose behaviors appropriate to my grade and displayed

them on a chart:

Develops self-discipline.
Shows kindness to others.
Develops self-reliance.
Does good because it is the right thing to do.
*The motivation is internal.*

**Level D: Democracy**

Listens.
Cooperates.
Does what is expected.
*The motivation is external.*

**Level C: Cooperation/Conformity**

Bosses others.
Bothers others.
Bullies others.
Breaks classroom standards.
*Needs to be bossed to behave.*

**Level B: Bossing/Bullying**

Noisy.
Out of control.
Unsafe.

**Level A: Anarchy**

Using the familiar situation of a piece of trash lying on the classroom floor, I introduced the concepts underlying the hierarchy. I described the type of behavior with regard to the trash that would be indicative of each successive level of social development.

At the lowest level of behavior, Level A, a student might pick up the trash but then throw it at someone. Moving up the ladder, a student operating on Level B also would not feel compelled to pick up the trash but instead might kick it around the room. At an acceptable Level C, a student would pick up the trash at the request of the teacher. At Level D, a student would take the initiative to pick up the trash and deposit it in the trash can without being asked — whether or not anyone was watching — simply because this was the *right* thing to do.

The important points for students to understand are:

1. Levels A and B behaviors are always *unacceptable.* The use of authority by the teacher is required at both of these levels.

2. Level C behavior is acceptable, but the motivation is *external* — to gain approval or avoid punishment.

3. Levels C and D differ in *motivation,* not necessarily in their behaviors.

4. Level D is the goal, where the motivation is *internal* — taking the initiative to do the right, appropriate, or responsible thing.

I was astonished at how quickly my young students grasped these concepts and were able to generate novel examples of their own. With understanding in place, I was ready to implement the second phase of the program: reflective questioning.

*Phase 2: asking students to reflect on their behavior.* The point of this phase is to guide a misbehaving student to self-evaluate. The first question I always asked was, "On what level was that behavior?" It was clear that the effectiveness of this phase was the result of *asking* the child to identify the level of behavior, rather than using the traditional approach of *telling* the child that the behavior was unacceptable. Also, by referring to a level — rather than to the student's specific behavior — the deed was separated from the doer. Students did not feel a need to defend themselves.

Having learned the hierarchy, the students found it easy to accurately assess their levels of behavior, and when they identified an action as being on an unacceptable level, they felt a strong sense of responsibility for correcting it or at least not repeating it.

I was taken completely by surprise as I immediately began to see positive changes and significant improvements in the students' behavior. They began to analyze their actions and take responsibility for their choices. The little girl who nearly drove me crazy by constantly making noises suddenly started to display excellent self-control. The impulsive youngster who often bullied others on the playground started having peaceful noon-hour experiences. The disorganized little boy who could never keep track of his belongings made a commitment to return a special book that he wanted to borrow. Proudly and responsibly, he followed through with his plan! Having experienced the powerful feelings of satisfaction that emerge from being capable and responsible, my students began acting with more empathy and caring toward others.

Although I believed strongly in the power of internal motivation, I had always assumed that any success based on such a teaching model would be measured in years, rather than in days and weeks. I had mistakenly equated *lasting results* with a lengthy and delayed process.

*Phase 3: eliciting changes in behavior.* On rare occasions, a student continued to misbehave even after having identified a behavior as being on an unacceptable level. Then I used the process of "guided choices." I gave the student an activity to prompt self-reflection, with the goal

of eliciting (rather than imposing) a plan of action. In this way the student could develop a procedure that would redirect impulses and assist in preventing a similar inappropriate behavior in the future. This approach demonstrates that one can use authority when necessary, but without being punitive.

## A GIFT FOR LIFE

Moment by moment, choice by choice, we each create a life, the quality of which depends largely upon the choices we make. With awareness, we can consciously choose to make decisions that will lead to positive results. The Raise Responsibility System gives young people, even young children, the awareness they need in order to look at their choices and plan future behavior.

Although initially it appeared that the children who often misbehaved were the ones who were benefiting from the Raise Responsibility System, it wasn't long before I realized that *every* student had been given an incredible gift. The very nature of the hierarchy inspires young people to set their sights at the highest level. They found that they could better themselves by consciously choosing to aim for Level D, the level at which they could be autonomous — making appropriate choices without relying on the teacher to direct them.

I noticed that by adding to the list of descriptors for Level D, I could easily influence the children to operate more consistently at this level. For instance, when I added the phrase *shows initiative*, those who had always shown initiative got reinforcement and a boost to their self-esteem because they recognized this quality in their own actions, and those who tended to operate at lower levels had yet another trait to which they could aspire.

## EXTENDING THE HIERARCHY TO LEARNING

Gradually, as I experienced continued success with the Raise Responsibility System, I realized that the way in which I understood the system was evolving. I no longer viewed it in a limited way — as only a tool for handling classroom discipline. I began to see that there was enormous potential and value in using the hierarchy to inspire young people in all areas of their lives.

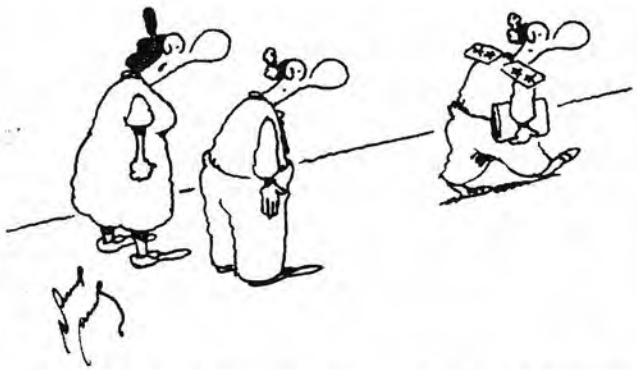
One day I decided to have a discussion with my students about how they could use their understanding of the four levels of development to help themselves become better readers. We talked about the 30-minute "Whole School Read" session in which we participate each morning. I asked the youngsters to describe hypothetical behaviors of students operating at each of the four levels during this daily reading time.

They were able to clearly describe conduct at each level:

At level A, students wouldn't be practicing reading at all. They would be deliberately misbehaving and causing a disturbance. At level B, students wouldn't be doing much reading either. They would be annoying or distracting others, perhaps by poking them or making jokes. They would probably flip through the pages of a book but wouldn't put in the effort to actually read. We reviewed that when students are behaving at Levels A and B, a teacher must step in and use authority, because neither Level A nor Level B conduct is ever acceptable.

Then we discussed the higher and acceptable levels of development, C and D. Students operating at Level C would be reading — but more or less only when an adult (the teacher or a parent) was directly watching or working with them. When an adult was not supervising in their area, they probably wouldn't disturb anyone but wouldn't put in much effort, either. Their motivation for reading would be external — they would willingly cooperate and do what was necessary in order to avoid the disapproval of the adults in the room.

At this point in the discussion, I felt it was important for students to fully understand another aspect of Level C. I stressed the idea that people operating at this level sometimes comply with expectations simply in an effort to impress someone else with their conduct. In other words, their reason for reading is again *external.* They feel the need to be noticed while reading so as to "look good" in the teacher's eyes. I wanted the students to understand that a lot of energy can be wasted worrying about what others think — energy that in this particular situation could more profitably be devoted to actual reading.



*"I think those gold stars are going to Derek's head."*

When we moved on to Level D, the class imagined students who would be us-

ing reading time each morning to truly practice reading. It wouldn't be necessary to have an adult directly with them at all times; they would stay on task simply because they knew what was expected of them. They would read and re-read sections of their books because they knew that by doing so they would become better readers. Their motivation would be *internal.* They wouldn't be wasting any time watching the teacher in the hope of being specially noticed as "someone who was reading."

Having run through examples of all the levels of development in this particular situation, I asked, "Which of these students from our discussion will learn to read?" The class understood that it seemed unlikely that students operating at levels A and B could ever learn to read very well. Their choices and actions were leading them in the opposite direction.

We then went on to the benefits of operating at the two higher levels of the hierarchy. We discussed that students operating at Level C probably *would* learn to read but would be unlikely to get much pleasure from reading or to become proficient readers because they were reading *only* when directly supervised. They complied with the classroom expectation of reading, but their hearts weren't in it. With only a so-so effort at practicing, they would get only so-so results.

Then we discussed Level D — which is always the goal in the Raise Responsibility System. This is the level at which people take the initiative to do what is right or appropriate. People at this level *motivate themselves* to put forth effort and achieve. The results are long-lasting and powerful. These people strive to become good readers and therefore can get a lot of enjoyment from reading. Because they experience enjoyment, they keep reading and therefore become even better readers. People at this level feel good about themselves because they experience improvement and are aware that it comes as a result of choices that they have consciously made.

After these discussions, I wanted to prompt some reflection, and so I simply asked the students to analyze their own developmental level in the reading session that had just passed. After giving them a moment to think "in their heads," I asked them to honestly evaluate their own choices. I wanted them to think about whether or not their choices were leading them in a positive direction. Nothing more was said aloud, either by me or by the students, and they were left to reflect for a minute before we moved on to another lesson.

## THE RESULTS

That night, without any suggestion or prompting on my part, the poorest reader in the class went home and read his reader over and over again. Prior to this, the kindly parents of this child had been sincerely concerned about his lack of reading progress and fairly supportive of the school, but they hadn't understood the value or importance of conducting nightly reading sessions with their struggling youngster, as the school had requested.

That evening they watched as their little boy independently read and re-read his reader. Both the parents and the child could see a dramatic improvement in his reading skills. They experienced the powerful impact that internal desire, coupled with just one night of true effort, could have on someone's ability to read. The boy came back to school the next day bursting with pride and determination to practice more and more so that he could move on to a new, more difficult reader. It only took one more night of practice, and he was able to do just that.

The Raise Responsibility System prompted this youngster to learn a powerful lesson that is bound to influence his behavior in the future. He could clearly see the connection between his own choices and the results from them. I could never have bribed him into such a learning experience by offering a sticker or a prize for having read a certain number of pages.

As a result of *promoting responsibility*, I discovered that obedience followed as a natural by-product. As a result of *teaching a hierarchy*, which inspired students to aim for the highest level, I observed children choosing to be more responsible and becoming willing to put forth the effort needed to learn. As a result of *encouraging self-reflection in a noncoercive manner*, I witnessed students doing what they knew to be appropriate and aiming to fulfill the highest expectations.

I am elated to have finally found an effective approach to discipline that creates a classroom in which young people feel safe, care for one another, and enjoy learning. Teaching becomes a joy when students demonstrate more responsible behavior and become motivated to put more effort into their own learning.

1. Stephen Covey, *The Seven Habits of Highly Effective People* (New York: Simon & Schuster, 1990).
2. Abraham Maslow, *Motivation and Personality*, 3rd ed. (New York: Addison Wesley Longman, 1987), p. xx.
3. Douglas McGregor, *The Human Side of Enterprise* (New York: McGraw-Hill, 1960).
4. William Glasser, *Schools Without Failure* (New York: Harper & Row, 1969), p. 18.
5. William Glasser, *Choice Theory — A New Psychology of Personal Freedom* (New York: HarperCollins, 1998), p. 21.

# Follow-Up Suggestions and Procedures to Consider

***TOPICS FOR DISCUSSION:***

What are you doing that is working?
What are you having difficulty with?

***CLASSROOM MANAGEMENT* - How things are done**

Unless procedures are *explained*, *practiced*, and *reinforced*, teaching and learning will be less efficient and discipline problems will increase. Examples follow.

**Procedures to consider:**

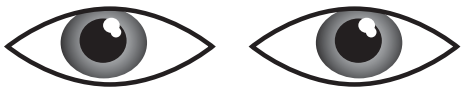
1. How to enter the classroom and then what to do (Students should always have something that raises curiosity, interest, or reinforces/reviews as soon they enter the classroom. *Dead time is deadly time.)*
2. How to get attention and what students should do (*See the next page.)*
3. How to quiet the class when it gets too noisy
4. How to take roll while students are occupied in learning
5. How to handle lunch tickets
6. What to do when the fire alarm sounds
7. When and how to sharpen pencils
8. What to do when it is necessary to use the restroom
9. What to do when an assignment is finished early
10. How to find directions for each class assignment/activity center
11. Where to find the home assignments *(homework)*
12. What to do when students have questions or want help
13. How a paper is to be done (size and type of paper, heading, ink? etc.)
14. How to organize notes
15. How papers will be collected and where to put them
16. Where to find assignments after an absence
17. How to change groups
18. How to work in groups
19. How/when to move around the room
20. How to use classroom materials and where to find them
21. What to do when tardy
22. What to do when returning from an absence
23. How to get ready for dismissal
24. How the class will be dismissed *(bell or teacher's direction)*
25. How to listen to and respond to questions
26. How to get materials without disturbing others
27. How to discard papers without disturbing others
28. When and how to hand out equipment
29. How to get ready for the library, tech center, etc.
30. How to walk in the hallways

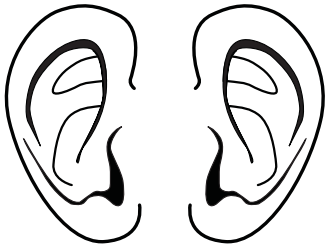
# Attention Management

**PROMPT**

**FOCUS**
on the teacher

**SIGNAL** others





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http://www.MarvinMarshall.com Monthly e-zine: ***Promoting Responsibility & Learning***.

# Notes for Key Ideas

# Selected books and other products by Dr. Marvin Marshall

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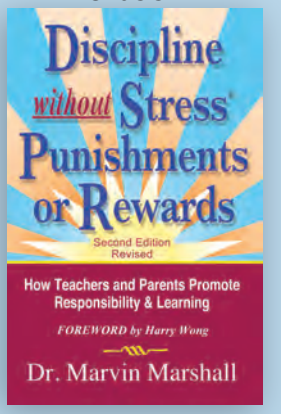
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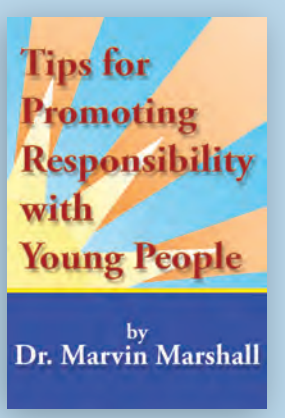


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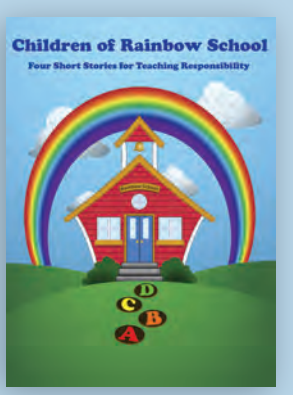


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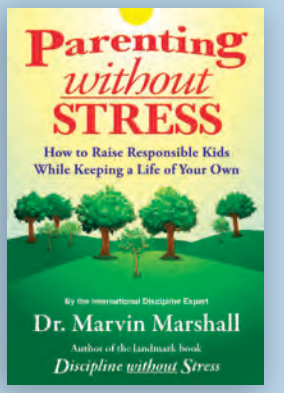
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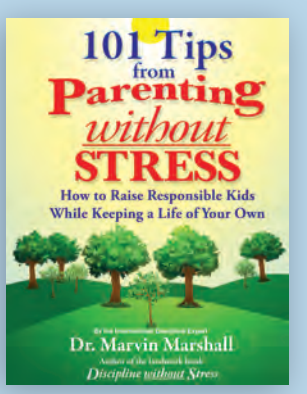
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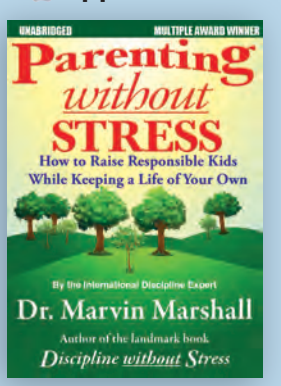
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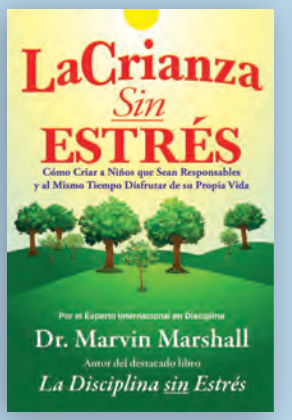
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